
2001-2002 CATALOG OF COURSES

NATIONAL FIRE ACADEMY



UNITED STATES FIRE ADMINISTRATION

RESIDENT PROGRAMS

Audience:	R123 – Exec. Dev.	R125 - Exec. Lead.	R130 – SMOG	R810 – L & A (VIP)	R107, R331, R332	R150 – MEMS	R151 – ALIEMS	R247 – ALSRHMI	R152 – EMS:SO	R306 – EAFSOEM	R304 – CCMAI	R308 – CCNM	R314 – CCTH	R831 – CCIO	R333 – FSEF	R506 – EP	R499 – NFIRS	R802 – FSPC21stC	R229 – HMOSP	R243- -HMIM	R205 – FAI	R811 – FCDCO	R207 – MAPC	R208 – IITCT	R101 – Code Mgmt.	R225 – MFPP	R309 – SACRR	R220 - FIP	R222 – PFFSS	R102 – Plans Rev.	R116 – PEPEP	R352 – DFLSS	R343 – CEL	R816 - CEL: VIP	R114 – FSCD	R342 – TPM	R815 – CLTO: VIP	R817-ERT:IM	
Chief of dept./Head of organization	X	X	X		1		X		X	X	X	X	X	X	X	X		X		X		X	X	X	X	X	X	X										X	
Chief Officer/Manager of Division, Battalion, Bureau or Administrative Operation Functions	X	X	X		1		X		X	X	X	X	X	X	X	X		X		X		X	X	X	X	X	X	X	X									X	
Command Officer					1				X	X	X	X	X	X						X																			
Administrative staff function officer				X	1					X	X	X	X	X	X			X								X	X											X	
Fire Marshal/Fire official	X	X	X		1				X								X									X	X	X	X	X			2	2	2				X
Incident Commander					1				X	X	X	X	X	X						X		X		X	X	X	X	X				2			2				
Company Level Officer					1	X			X	X	X		X	X								X					X	X	X			2			2				
Management/Planning Responsibility					1		X		X						X	X																							
Project Manager					1										X	X			X																				
Administration of Organization Budget					1										X																								
Management of EMS Delivery System					1	X	X	X	X	X		X	X										X	X															
Managers of NFIRS Program					1												X																						
Emergency Management Personnel					1	X	X		X	X		X	X																										
Management/Supervision of Arson Prevention & Control					1																		X	X															
Manager of Fire Prevention Program					1				X																X	X	X		X	X	2	2	2	2					
Manager of Training Function/Program					1				X	X	X	X	X	X																									
Manager/Administrator of Code Enforcement or Fire Safety Inspection Function					1																								X	X	X	2	2	2	2				
Volunteer Fire Chief	X	X	X	X	1		X		X	X	X	X	X	X	X	X		X		X		X					X										X	X	
Volunteer Chief Officer	X	X	X	X	1				X	X	X	X	X	X				X		X		X					X										X	X	
Volunteer Fire Officer					1				X													X					X											X	
Volunteer Operational/Administration Officer					1				X	X		X	X		X	X		X				X					X										X	X	
Volunteer Community Public Safety Educator					1																						X						X						
Advanced Life Support, EMS Function					1	X	X	X	X																		X												
Hazardous Materials Technician/Specialist					1														X									X											
Safety Officer					1				X	X	X	X	X	X																									
Training Officer					1	X	X			X	X	X	X	X				X																	X	X	X		
Fire Arson Investigation (Fire Investigator or law enforcement)					1					X	X	X	X									X		X															
District Attorney's staff					1																	X	X																
Fire Origin and Cause Investigator					1																	X																	
Building Official					1																	X							X	X	X								
Code Enforcement Inspector					1																					X	X	X	X	X									
Fire or Building Code Plan Review Function					1																										X								
Community Public Safety Educator					1																						X						X	X	X	X			
Coordinator of Public Community Education Function					1																						X						X	X	X	X			
Course Design/Development Responsibilities					1																						X									X	X		
Members of Fire Prevention Committees					1																										X	X	X	X	X				

Please refer to the complete course description located within this catalog for detailed target audiences.

Legend

1 = The Management Science Curriculum is unique in that the target audience is based on competencies, not job position. Anyone from first-line supervisor to chief executive officer in all functional areas, in addition to those in staff assignments, can benefit from this curriculum by increasing their managerial and administrative knowledge, skill, and ability.

2 = Many fire prevention personnel and company officers also have responsibilities for planning, teaching, and evaluating public education programs in the community. Primary target audiences contain an "X" for public education and prevention programs.

USFA Mission Statement



The mission of FEMA is to reduce the loss of life and property and protect our institutions from all hazards by leading and supporting the Nation in a comprehensive, risk-based emergency management program of mitigation, preparedness, response, and recovery.

As an entity of the Federal Emergency Management Agency (FEMA), the mission of the United States Fire Administration (USFA) is to reduce life and economic losses due to fire and related emergencies, through leadership, advocacy, coordination, and support. We serve the Nation independently, in coordination with Federal agencies, and in partnership with fire protection and emergency service communities. With a commitment to excellence, we provide public education, training, technology, and data initiatives.

Public Education	Develops and delivers fire prevention and safety education programs in partnership with other Federal agencies, the fire and emergency response community, the media, and safety interest groups.
Training	Promotes the professional development of the fire and the emergency response community and its allied professionals. To supplement and support State and local fire service training programs, the National Fire Academy (NFA) develops and delivers educational and training courses having a national focus.
Technology	Works with public and private groups to promote and improve fire prevention and life safety through research, testing, and evaluation. Generates and distributes research and special studies on fire detection, suppression, and notification systems, and on fire and emergency responder health and safety.
Data	Assists State and local entities in collecting, analyzing, and disseminating data on the occurrence, the control, and the consequences of all types of fires. The National Fire Data Center describes the Nation's fire problem; proposes possible solutions and national priorities; monitors resulting programs; and provides information to the public and fire organizations.

Message from the Chief Operating Officer



Over a 10-year period, this Nation's fire problem has greatly improved. We have experienced a nationwide drop in the number of fires by more than 350,000. This has in turn resulted in a drop in the number of deaths, injuries, and direct dollar loss. The United States Fire Administration (USFA) and its National Fire Academy (NFA) have played major roles, both independently and in partnership with the Nation's fire service, in the realization of this decline.


Our mission is to reduce life and economic losses due to fire and related emergencies. The training and educational programs offered through the NFA help us achieve this mission. In addition, we have established the following 5-year operational objectives for USFA beginning in FY2002:

- ❖ Reduce the loss of life from fire by 15 percent
 - by reducing by 25 percent the loss of life of the age group 14 years old and below;
 - by reducing by 25 percent the loss of life of the age group 65 years old and above;
 - by reducing by 25 percent the loss of life of firefighters.
- ❖ 2,500 communities will have a comprehensive multi-hazard risk reduction plan led by or including the local fire service.
- ❖ To appropriately respond in a timely manner to emergency issues.

The USFA has recently undergone a major reorganization. The USFA management team is committed to providing direction and leadership and to moving this organization forward to better serve you, our customers.

Congratulations for the part you have played in advancing the professionalism of this Nation's fire service. I encourage you to take advantage of the programs available at our Emmitsburg campus and in your local community. Working together we will continue to achieve our mission that in reality is the mission of this Nation's fire service.

Sincerely,



Kenneth O. Burris, Jr.
Chief Operating Officer
United States Fire Administration

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The Federal Emergency Management Agency

The Federal Emergency Management Agency (FEMA) provides the Federal focus for emergency management in the United States. That responsibility spans the entire spectrum of emergencies, from natural disasters, to technological calamities, to national security crises.

FEMA develops programs enabling State and local governments to:

- prevent emergencies whenever possible;
- achieve emergency preparedness;
- respond to emergencies of all kinds; and
- recover quickly from emergencies.

One of the primary means of achieving these goals is training.

Further information on FEMA is available on the Internet at:

<http://www.fema.gov/>

Project Impact



The United States Fire Administration's National Fire Academy (NFA) proudly supports FEMA's approach to emergency management, moving communities and emergency responders from a response and recovery mode to an emphasis on preparedness and disaster management called "Project Impact." FEMA's national awareness and outreach campaign demonstrates the benefits of disaster mitigation and preparedness. In concert, NFA continues to promote prevention efforts throughout its curricula. Project Impact meshes nicely with what fire departments currently are undertaking to mitigate emergencies of all types and sizes.

NFA Executive Programs focus senior fire and emergency services officers on organizational development theories and management practices enabling local departments to support prevention and mitigation, including the Agency Director's Disaster Resistant Community Action Plan.

NFA's prevention curriculum gives fire and emergency services providers, community leaders, and allied professionals the tools needed to accomplish strategic analysis of community risks and to implement risk reduction actions for the public, private, industrial, or residential areas in their community. Some courses in this curriculum teach first-line inspectors about regulatory codes, code enforcement, and issues of life safety, all-important aspects of a comprehensive mitigation program.

The Public Education curriculum provides training specialists with skills to lead and manage training functions at the local level. Through task analysis and evaluation of behavioral changes, trainers focus on topics and presentations to support the broad-based dissemination of life safety and property loss prevention information for high-risk populations.

In addition, there are some NFA courses that analyze natural and manmade hazards in terms of building types, locations, and occupancy.

Thirty-one courses directly promote the goals of Project Impact:

- *Analytical Approaches to Public Fire Protection;*
- *Command and Control of Fire Department Operations at Natural and Man-Made Disasters;*
- *Community Education Leadership;*
- *The Community and Fire Threat;*
- *Community Risk Issues and Prevention Interventions;*

- *Disaster and Fire Defense Planning;*
- *Discovering the Road to High Risk Audiences;*
- *Emergency Medical Services: Special Operations;*
- *Emergency Response to Terrorism: Basic Concepts;*
- *Emergency Response to Terrorism: Tactical Considerations-Emergency Medical Services;*
- *Fire Prevention for First Responders and Small Departments;*
- *Fire Prevention Organization and Management;*
- *Fire Protection Structures and Systems Design;*
- *Fire-Related Human Behavior;*
- *Fire Safe Building Design CD-Rom;*
- *Hazardous Materials Incident Management;*
- *Hazardous Materials Operating Site Practices;*
- *Hazardous Materials: The Pesticide Challenge;*
- *Incendiary Fire Analysis and Investigation;*
- *Introduction to Fire Inspection Principles and Practices;*
- *Introduction to Wildland and Wildland/Urban Interface Firefighting for the Structural Company Officer;*
- *Managerial Issues in Hazardous Materials;*
- *Methods of Enhancing Safety Education;*
- *Plans Review for Inspectors;*
- *Political and Legal Foundations of Fire Protection;*
- *Principles of Building Construction: Combustible;*
- *Principles of Fire Protection: Structures and Systems;*
- *Public Fire Education Planning;*
- *Strategic Analysis of Community Risk Reduction;*
- *Technical Principles and Practices of Fire Prevention.*

Descriptions of these courses are given later in this catalog and are identified by the Project Impact symbol.

The United States Fire Administration

FEMA's United States Fire Administration (USFA) is the national leader in fire safety and prevention. USFA supports the efforts of local communities to reduce the number of fires and fire deaths and promotes fire service management processes for today's challenges.

USFA is comprised of four divisions.

The **NETC Management and Operations Division** manages, operates, and maintains the National Emergency Training Center (NETC) in an efficient and effective manner providing administrative, operational, and emergency services in support of the program activities and special groups at NETC.

The **National Fire Data Center** operates for the collection, analysis, publication, dissemination, and marketing of information related to the Nation's fire problem and USFA programs. The National Fire Data Center manages the USFA research efforts in fire detection, prevention, suppression, and first responder health, safety, and effectiveness.

The **National Fire Academy** promotes the professional development of the fire and the emergency response community and its allied professionals. To supplement and support State and local fire service training programs, the National Fire Academy delivers educational and training courses having a National focus.

The **National Fire Programs** oversees the development of programs that increase the capacity of the fire protection community and the public to prevent and mitigate and/or respond to the consequences of local emergencies, and that strengthens and supports other emergency and disaster response elements.

USFA has a number of ongoing programs designed to promote fire safety and fire prevention:

Applied Research and Technology: In partnership with organizations such as the National Institute of Standards and Technology, the Consumer Product Safety Commission, and colleges and universities across the country, USFA participates in the development and application of strategies and technology for fire detection, prevention, rescue and suppression with a particular emphasis on the improvement of first responder health, safety, and effectiveness. The outcomes of these endeavors are documented in a variety of reports available from the USFA Publications Center.

Firefighter Fatality Study: For two decades, the USFA's National Fire Data Center has kept track of firefighter fatalities and conducted an analysis of the fatalities that occur each year. Through the collection of information on the causes of firefighter deaths, the USFA is able to focus on specific problems and direct efforts toward finding solutions to reduce the number of firefighter fatalities in the future. This information is also used to measure the effectiveness of current efforts directed toward firefighter health and safety. The specific objective of the study "Firefighter Fatalities in the United States" is to identify all of the on duty firefighter fatalities that occur in the United States and to analyze the circumstances surrounding each occurrence. The study is intended to help identify approaches that could reduce the number of deaths in future years.

Hotel and Motel Fire Safety: The USFA has compiled and maintains the National Master List of Fire-Safe Hotels and Motels. Several States as well as large corporations use this list for their employees. Federal employees are required to use these hotels when on official travel. The list is available on the USFA website at (www.usfa.fema.gov/hotel/index.cfm). It is intended that all American travelers, in time, will be aware of fire safety while traveling, and will use this list when

choosing their accommodations. Currently over 27,000 properties are listed.

Learning Resource Center: The Learning Resource Center (LRC) provides current information and resources on fire and emergency management subjects. With its collection of more than 100,000 books, reports, periodicals, and audiovisual materials, the LRC facilitates and supports student and faculty research and supplements classroom lectures and course materials.

The LRC routinely answers simple requests; e.g., an organization's telephone number and address. In response to more complex inquiries on specific subjects, the LRC will do literature searches, compile bibliographies, and, depending on length and copyright restrictions, provide documentation in the form of reports and articles. Users of the USFA website may access the LRC's **Online Card Catalog** to perform their own literature searches at www.usfa.fema.gov/lrc.

Only FEMA personnel and National Emergency Training Center (NETC) students may borrow materials from the LRC. However, via **interlibrary loan** through local libraries, the general public can access the LRC's collection of books and research reports. Audiovisuals, magazines, and general reference materials are noncirculating.

The LRC's schedule of hours changes on days surrounding major holidays and on the weekends. Call ahead when visiting the LRC at these times. Regular hours (EST/EDT) are as follows:

Monday - Thursday	8:30 a.m. - 9:00 p.m.
Friday	8:30 a.m. - 5:00 p.m.
Saturday	4:00 p.m. - 8:00 p.m.
Sunday	12:00 p.m. - 4:00 p.m.

Call (800) 638-1821 or (301) 447-1030 for information on how to borrow materials from the LRC. Our fax number is (301) 447-3217 and our email address is netclrc@fema.gov. **Please include your mailing address and phone number in all email messages.** Or, write to us at:

National Emergency Training Center
Learning Resource Center
16825 South Seton Avenue
Emmitsburg, MD 21727

NFIRS: USFA operates the National Fire Incident Reporting System (NFIRS). Approximately 14,000 of the Nation's 33,000 fire departments voluntarily submit fire and other incident reports in a standard format. This information is used for research on fires, identification of trends and problems, and evaluation of the effectiveness of fire safety programs. Other organizations that rely upon NFIRS data include the Consumer Product Safety Commission (CPSC) and National Highway Traffic Safety Administration (NHTSA) to identify consumer products and motor vehicles with fire problems; the National Fire Protection Association (NFPA) for its various analytical reports; and many other public and private organizations. You can view 16 years of NFIRS data on USFA's website. Recently USFA has set up an NFIRS Support Center, which assists reporting fire departments with technical and coding questions. The Center can be reached at 1-888-382-3827.

Public Education: USFA carries on a continuing campaign to make Americans aware of the dangers of fire, and what they can do to minimize their risks. Special efforts are aimed at high risk groups, such as the elderly children and the handicapped. Topical issues, such as holiday fire safety, winter fire problems, and fireworks also get special emphasis. Public education programs, both from USFA and other sources, are available through the USFA website.

Publications Center: Firefighters and other first responders face a continually growing number of job responsibilities and hazards. In an effort to assist fire and emergency services departments in meeting these responsibilities and protect personnel, the USFA Publications Center provides information resources in many formats, including books, technical reports, kits and CD-ROMs, free of charge.

USFA also provides user-friendly fire safety education program materials for the public addressing such subjects as smoke alarm maintenance, basic characteristics of fire, residential fire prevention, college fire safety, and the increased risk of fire deaths and injuries to children, senior citizens, and the disabled.

You may order our publications in the following ways:

Web: <http://www.usfa.fema.gov/usfapubs/>
Telephone: 800-561-3356 or 301-447-1189
Fax: 301-447-1213
E-mail: usfapubs@fema.gov

Mail: United States Fire Administration
Publications Center
Building I Room 120
16825 South Seton Avenue
Emmitsburg, MD 21727

The majority of our publications may be reproduced locally if additional copies are required. To find out if a publication may be reproduced, please call our Publications Center. In addition, many publications may be downloaded from our web site.

Sprinkler research: For nearly 20 years, USFA and the National Institute for Standards and Technology have conducted research on more effective automatic sprinklers. The results are made available to manufacturers, installers of sprinklers, approving laboratories, and code and standard-making bodies. Many earlier studies have resulted in the highly effective residential sprinklers now available commercially.

Web Site: Comprehensive information about the programs, products and services provided by the U.S. Fire Administration is only one click away by visiting our web site on the Internet at <http://www.usfa.fema.gov/>. Information posted includes NFA on- and off-campus course schedules, course descriptions and admissions applications; training resources and higher education programs; fire statistics and analytical reports; fire service safety alerts; consumer product recalls; access to the Learning Resource Center's Online Card Catalog; fire safety information for groups at risk, especially children; firefighter fatality notices; assistance information, including grants and alternative funding sources; press releases and job announcements; links to other emergency services sites; and much more. One of the more popular services provided on our web site is the Publications Online Catalog. Through the Catalog, customers may select from over 200 emergency services-related publications to order or download free of charge. Another information service offered is the Hotel and Motel National Master List, a directory of over 27,000 hotels and motels that meet the fire and life safety requirements of the Hotel and Motel Fire Safety Act.

The National Fire Academy

Through its courses and programs, the National Fire Academy (NFA) works to enhance the ability of fire and emergency services and allied professionals to deal more effectively with fire and related emergencies. The Academy's delivery systems are diverse. Courses are delivered at the resident facility in Emmitsburg, Maryland, and throughout the Nation in cooperation with State and local fire training organizations and local colleges and universities.

Residential Delivery: On the Emmitsburg campus, the Academy conducts specialized training courses and advanced management programs of national impact. NFA offers these courses and programs in a concentrated, residential setting that is most conducive to intensive learning. On-campus programs target middle- and top-level fire officers, fire service instructors, technical professionals, and representatives from allied professions. Any person with substantial involvement in fire prevention and control, emergency medical services, or fire-related emergency management activities is eligible to apply for Academy courses.

Off-Campus Delivery: Due to space and budget limitations, NFA cannot accept all qualified applicants for courses at the Emmitsburg campus. Also, many volunteer and career fire service personnel do not have the time to attend on-campus programs. To reach these students, the Academy offers courses through a distance delivery training system. NFA 2-day courses are available for direct delivery in States and local communities. Students can attend select 1-and 2-week NFA courses within their geographical region through the Academy's off-campus, Regional Delivery Program. Through a cooperative working relationship with State and local fire training systems and the four branches of the Armed Services, the Train-the-Trainer Program provides expanded opportunities for fire

service personnel to participate in Academy courses at the State and local level.

Enfranchisement: States are viewed as partners with the NFA, and as such, may deliver two-week and six-day NFA courses in addition to the current deliveries available to them. Currently, States and the NFA work cooperatively to deliver Regional, Volunteer Incentive Programs (six-day), and Direct Deliveries (two-day). States have sole control and responsibility to deliver hand-off courses. Enfranchisement establishes that State Fire Training Systems are the NFA in their State, with or without Federal funding. As such, State Fire Training Systems are enfranchised to deliver NFA courses using NFA instructors. The release of residential courses to States is proposed to be 3 courses per year, because of duplication costs and course development timelines. States will report student participation in all courses for inclusion in the NFA database. Students will receive NFA residential certificates. More information on this new program is available at www.usfa.fema.gov/nfa/pn072000a1.htm

Endorsement: States have a need for courses that the NFA cannot develop because of time constraints, the number of courses they say they need, and subject matter or resource constraints. Endorsement recognizes that some State-developed courses are the equivalent of an NFA course in both quality and content. NFA and State Fire Training Systems have agreed upon a set of criteria and a process to have one or several State-level courses endorsed as an NFA course. The States will manage the system for assessing courses submitted by individual States; essentially a peer review process using geographically distant States to perform the assessment. Once a course meets the established criteria, it becomes an NFA "endorsed" course. Endorsed courses are NFA courses delivered locally by local instructors. Students in NFA-endorsed courses are registered in the NFA student database, and if the State so desires, may

receive NFA certificates. Endorsed courses will be available for distribution to other States that may not have adequate resources to develop a course. The process for exchange, costs, etc., are managed by the States involved. More information on this new program is available at www.usfa.fema.gov/nfa/pn072000a2.htm

Higher Education: For those interested in pursuing degrees, the Degrees at a Distance Program extends NFA's academic outreach through a network of seven colleges and universities. Fire service personnel who cannot attend college due to work hours and locations are able to earn a degree in fire technology and management through independent study.

Human Dignity Statement

Students, instructors, and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus. The following human dignity statement is displayed in all NFA classrooms.

As cultural diversity increases among the American people, that change is being reflected in the composition of our Nation's fire and emergency services personnel. The U.S. Fire Administration's National Fire Academy recognizes the uniqueness of each individual and supports human dignity by:

- Ensuring equal opportunity to all students, employees, and contractors;
- Prohibiting all discrimination and harassment;
- Supporting affirmative employment policies and practices on behalf of minorities, women, and persons with disabilities;
- Encouraging students, staff, and contractors to communicate and behave in a manner which is sensitive to, and acknowledges the viewpoints of, others;
- Regarding diversity as a resource that enriches the learning environment through the sharing of differing perspectives, experiences, and ideas;
- Removing barriers to teamwork through collaboration, problem solving, and the constructive resolution of conflicts; and

- Continuing to identify and eliminate barriers to training, employment, and advancement of minorities, women, and persons with disabilities.

Board of Visitors

The Board of Visitors plays an important role in enhancing the academic stature of the National Fire Academy. Authority for the Board comes from Public Law 93-498, the Federal Fire Prevention and Control Act of 1974. Functions of the Board are to examine

- Academy programs, to determine whether these programs further the basic mission of the Academy;
- the organization of the Academy, to determine whether it affords the most appropriate structure for delivering the Academy programs;
- the adequacy of the facilities; and
- the funding levels for Academy programs.

The Board's charter is to make comments and recommendations regarding the operations of the Academy and any improvements it deems appropriate. The Director of FEMA receives these comments in an annual report.

Members of the Board of Visitors represent a broad spectrum of fire safety, including fire prevention, education and training, fire control, research and development in fire protection, and private and professional allied fields. Members are selected for their expertise and for the perspective they can contribute to enhancing the Board's effectiveness.

Members of the National Fire Academy Board of Visitors

Cynthia A. Wilk, Chair
NJ Department of Community Affairs
Trenton, New Jersey

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Rowan University
West Chester, Pennsylvania

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New Orleans Fire Department
New Orleans, Louisiana

Chief Donald Oliver
Wilson Fire Rescue Services
Wilson, North Carolina

Robert J. Sledgeski
Baltimore Fire Fighters Local 734
Baltimore, Maryland

Neil Svetanics
St. Louis, Missouri

Art Cota, Division Chief
California State Fire Training
Sacramento, California

Gary Tokle (Alternate)
National Fire Protection Association
Quincy, Massachusetts

Further information on NFA is available on the
Internet at:

<http://www.usfa.fema.gov/nfa/tr.htm>

The Campus and Facilities

In March of 1979, the Federal Government purchased the former St. Joseph College in Emmitsburg, Maryland, as the site for NFA. The first NFA classes on the Emmitsburg campus were held in January 1980, and the program has grown steadily since that time. The campus is located a few miles south of the Pennsylvania border, 75 miles north of Washington, DC, and 50 miles northwest of Baltimore, Maryland.

Today, the 107-acre campus houses USFA, including NFA, the Emergency Management Institute, the Field Personnel Office, and the Satellite Procurement Office. The campus, known as the National Emergency Training Center (NETC), has fully equipped air-conditioned classrooms, lodging for students, a Learning Resource Center (LRC), and dining and recreational facilities. There are also several specialized facilities, such as Arson Burn Laboratory; Fire Prevention Laboratory with new smoke model; and Simulation/Exercise Lab and Network.

Description of Buildings

National Emergency Training Center

St. Joseph College was purchased by the Federal Emergency Management Agency (FEMA) in 1979 to serve as a training facility. Prior to its official closing in 1973, the college served as a four-year liberal arts college for women. In 1981, the facility was entered into the Federal records as the National Emergency Training Center (NETC). The NETC houses the United States Fire Administration (which includes the National Fire Academy), the Emergency Management Institute, and the Field Personnel Operations Division of the Office of Human Resources Management. The following is a brief description of the buildings identified on the previous page.

The Fallen Firefighters Memorial was dedicated on October 4, 1981, and in October 1990 Congress designated it as the **National** Fallen Fire Fighter's memorial. It is a memorial to firefighters who lost their lives in the line of duty.

Building A--A 3-story residence hall built in 1964 and renovated in 1996. It has 96 dormitory rooms. (I)

Building B--Student Center, built in 1956, the location of a game room, pub, and recreational activities. A large picture window overlooks the scenic Catoclin Mountain range. (F)

Building C--Built in 1956 and renovated in 1995, it has 217 dormitory rooms. (F)

Building D--Built in 1926 and renovated in 1965 and 1995, it is a 3-story brick structure that has the charm of the old architecture. It consists of 65 dormitory rooms with offices and a convenience shop in the basement. (G) (I)

Building E--Built in 1926 and renovated in 1966 and 1993, it is occupied by Field Personnel and Management Operations and Student Support, on the first floor; EENET TV Studio on the 2nd and 3rd floors. (F)

Building F--Built in 1925 and renovated in 1965 and 1995, it has 45 dormitory rooms. (G) (I)

Building G--Built in 1948, it was renovated in 1984 to accommodate 14 private rooms. (G)

Building H--Built in 1923, renovated in 1993, it houses the National Fire Academy offices, a fully equipped gymnasium, weight room, and an Olympic-sized indoor swimming pool. (F)

Building I--Built in 1996, it serves as the Material Receipt and Distribution Center, Maintenance Facility, and houses O&M support offices. (F)

Building J--Built in 1966, renovated in 1993, it is the National Fire Academy (NFA) classroom facility and houses the NFA staff. It includes a lobby and a tiered 249-seat auditorium. (F)

Building K--Built circa 1870, renovated in 1982 and 1993, it houses the Emergency Management Institute classrooms. The 3-story brick structure also contains a Dining Hall capable of seating 500 people. (F)

Building L--Built in 1959, renovated in 1993, it consists of 42 dormitory rooms, a conference room, and Home Study offices. (I)

Building M--Built in 1965, renovated in 1989, it houses 2 EMI classrooms and EMI Computer Lab. (F)

Building N--Designed by the English born architect, E.G. Lind (1829-1909), it was built in 1870 and renovated in 1987 and 1992. The building is an example of Second Empire Style that was popular in the second half of the 19th Century. As such, it is listed on the National Register of Historic Buildings. It houses the United States Fire Administration, the Learning Resource Center, and the Emergency Management Institute. (F)

Building O--Erected in 1839 as a chapel. The marble, alabaster alters and stained glass windows were retained when it was renovated in 1965. Support offices are in the basement. (I)

Building P--The Log Cabin serves as a recreational facility overlooking peaceful Tom's Creek. (F)

Building Q--The brick barn is a service facility. The ornamental brick grill windows are characteristic of the early 19th Century Western Maryland construction. (F)

Building R--Built in 1948, renovated in 1993, located behind Building G, it serves as the Fire Protection and Fire Command Simulation Laboratories. (F)

Building S--The Bulk Storage Warehouse. (F)

Building T--The old Milk House of the original St. Joseph's campus, it houses computer support offices.

Building U--A burn building complex used by the NFA for arson investigation and demonstration. (F)

Building V--Built in 1992, it houses the Security Office. (F)

HANDICAPPED ACCESS: F-Fully Accessible I-Accessible 1st floor only N-Not accessible G-Ground Floor Accessible only R-Restrooms not accessible

General Information

Eligibility

Any person with substantial involvement in fire prevention and control, emergency medical services, fire-related emergency management activities, or allied professions is eligible to apply for NFA courses.

Applicants must meet the specific selection criteria for each course, as described in this catalog. Selection also is based on the impact the applicant will have on the quality of fire protection in the local community, the potential for use of the skills acquired, and equitable and representative distribution from the total fire service.

The National Fire Academy is an Equal Opportunity institution. It does not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in its admissions and student-related policies and procedures. The National Fire Academy makes every effort to assure equitable representation of minorities and women in its student body. Qualified minority and female candidates are encouraged to apply for all courses.

Application Procedures

Application procedures vary with the different programs. Each section of the catalog has specific application requirements listed, along with the course or program descriptions. Applicants should read these requirements carefully and follow the procedures listed; this will save time and speed up the application process. **Please use the proper course codes when applying.**

The FY 2002 course schedule and General Admission Application (FEMA Form 75-5, dated July 2000) for on-campus courses are contained in the back of the catalog. Off-campus course schedules are available from the NETC Office of Admissions.

General Admission Application forms also are available from FEMA Regional Offices, the NETC Office of Admissions, or they may be downloaded from the USFA Web site. Completed applications for on-campus courses must be sent to the following address during the appropriate application period:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
(800) 238-3358, ext. 1035 or
(301) 447-1035
FAX (301) 447-1441

Only the July 2000 version or later of FEMA Form 75-5 will be accepted. All other versions will be returned to the applicant. Incomplete applications will be returned to the applicant. Likewise, applications sent outside the designated application periods identified in the next paragraph will be returned to the applicant.

The Academy operates on a two-semester year with a separate application period for each semester. The first semester of Fiscal Year 2002 (FY2002) runs from October 1, 2001, to March 31, 2002, and applications for this semester must be postmarked between May 1 and June 30, 2001. **Students must reapply for second semester courses if they are not accepted for the first semester. No applications will be carried over.** The second semester runs from April 1 to September 30, 2002, and applications for this semester must be postmarked between November 1 and December 31, 2001. Applications will not be considered if they are postmarked before or after the stipulated open periods. You may apply for more than one course, but you should submit a separate application for each course.

The Office of Admissions will notify students of the status of their applications approximately 60 days after the end of the application period. Information regarding applications will not be available prior to this time. Application periods for the next fiscal year are anticipated to be similar; students should consult next year's catalog to verify the application periods.

Physical requirements must be met for successful acceptance into some courses, due to the nature of the course activities. See specific course descriptions for applicable courses. In addition, many of the on-campus classes use PowerPoint and Microsoft Word during class assignments. Students should be familiar with these programs.

Costs and Stipends

There are no tuition fees for NFA courses. All instruction and course materials are provided at no cost. Transportation costs and lodging for students who represent career or volunteer fire departments, rescue squads or State/local governments attending on-campus courses are currently provided as part of funding under the student stipend reimbursement program. Students from other countries, other Federal agencies, private industry, or contractors of State/local fire departments or government entities must pay their own transportation and lodging fees. All students are responsible for the cost of the cafeteria meals provided and for personal, incidental expenses. Incidental expenses may include items such as class picture, class shirts, and class donations.

Stipend reimbursement is limited to one trip for each student per fiscal year. Therefore, you will not be considered for another course during the same fiscal year without notifying us in advance that you understand that your second trip will be at your expense entirely. You must purchase a 21-day prepurchased, nonrefundable ticket for round-trip transportation by common carrier (economy coach class or less). First class and business class airline tickets will not be reimbursed. If you are notified in enough time to purchase the 21-day ticket and do not do so, your reimbursement will be limited to the State ceiling as established by NETC. If you choose to drive, you will be reimbursed the current Privately Owned Vehicle (POV) Federal mileage

allowance, or the State ceiling, **whichever is less.** POV mileage is subject to validation.

Reimbursement will be made by direct deposit to the account identified by the student. We request that each student provide a copy of a check (NOT a deposit slip). If appropriate bank information is not supplied, reimbursement shall be denied.

If you have questions about your eligibility to receive a stipend, please call (301) 447-1035.

Transportation and Parking

Students must make their own flight arrangements. Travel days are normally the day before the course begins and the day that the course ends. Specific travel information relative to each course will be included in the student acceptance package. **Please read this information carefully BEFORE making flight arrangements. Students must call the NETC Transportation Office at (301) 447-1113 at least one week in advance to reserve a seat on the airport shuttle.** Seating on the bus may be unavailable, and transportation to Emmitsburg will be at the student's own expense if a student fails to call.

Students who drive to campus must register their vehicles upon arrival in the lobby of Building C. Picture identification and automobile registration (owner's card) must be shown when the vehicle is registered in order to receive stipend reimbursement. A parking permit will be issued, which must be displayed on the vehicle. Student parking is in the lot north of Building J and is not permitted elsewhere on campus. Vehicles parked in violation of this rule are subject to towing at the owner's expense. Loading and unloading of luggage is permitted in designated areas. Students may arrive on campus any time after 12 noon the day before class begins. Departure is any time after graduation, which, except for selected courses, is concluded by 10 a.m. the last day of class.

Direction to NFA:

- **From Baltimore:** I-695 (Baltimore Beltway) to I-70 West (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.

- **From Washington:** I-495 (Washington Beltway) to I-270 North (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Philadelphia and East:** Pennsylvania Turnpike west to Harrisburg, Exit 17 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.
- **From Pittsburgh and West:** Pennsylvania Turnpike east to Harrisburg, Exit 17 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.

Lodging and Food Service

If the student count exceeds the number of single rooms available, students may have to share a room. Please do not call to request a single room.

All lodging rooms are nonsmoking rooms and are randomly assigned once approved for a course. Because of the random assignments of rooms, classmates may not be lodged together.

The meal charge will be identified in all acceptance letters and will include costs for three meals per day beginning with dinner on the day preceding the course start date and extending through lunch on the last day of the course plus morning and afternoon breaks. There are no refunds for meals missed. **All students residing on campus must purchase meal tickets.** Any student who does not purchase a meal ticket must move off campus for the duration of the course at personal expense. Additionally, students not staying on campus must pay for refreshments served during class breaks.

Registration

Upon arrival, students must report to Building C to obtain room assignments and key cards. Students may be lodged a distance from the registration building; for this reason we recommend luggage with wheels.

NFA Policies

Class Attendance and Conduct: Students must attend all class sessions and successfully complete the evaluation criteria with a minimum grade of 70 percent to receive a certificate.

Dress Code: It is each student's responsibility to use good judgment in selecting attire that projects a professional image and that is appropriate for both climate differences and classroom activities. NFA staff have the authority to make a determination that a student's attire may be inappropriate. Students whose attire is determined to be inappropriate will be required to change into more appropriate clothing before being allowed to continue class.

Acceptable Attire for Classroom Settings:

- **Males:** Shirts with collars; slacks, nice jeans; departmental uniforms (no T-shirts); shoes and socks. Optional items include sweaters, sport coats, ties, etc.
- **Females:** Dresses; blouses with slacks or nice jeans, skirts, split skirts/skorts, including departmental uniforms (no T-shirts); and shoes. Optional items include sweaters, blazers, etc.

Acceptable Attire for Graduation:

- **Males:** Suits; sports coats; dress shirts with ties or class shirts; dress slacks, or departmental dress uniforms.
- **Females:** Suits or dresses; blouses or class shirts with dress slacks or skirts; or departmental dress uniforms.

Shorts, sleeveless shirts, ball caps, open-toe sandals, thongs, etc., are not permitted in the classrooms, the auditorium, or the dining hall. Bathing suits/trunks are not permitted outside the pool area. Dresses, skirts, split skirts/skorts should be no higher than 1" above the knee (no mini skirts).

Cancellations: NFA has always promoted full class attendance in order to fulfill its obligation under Public Law 93-498 to deliver training and, thus, to reduce the loss of life and property due to

fires. Its mission for delivery of resident courses is impaired significantly by cancellations and no-shows. Typically there are many more student applications than there are course seats available, and NFA must maximize opportunities for class attendance. It is very difficult to recruit students for courses at the last minute. NFA is keeping a careful watch over student cancellations and no-shows. Currently, there is a 2-year ban on student attendance for students who are no-shows or cancel at the last minute without a valid reason. Students who are accepted into a course offering should take their obligation to attend very seriously.

Student Failure: A student who fails an NFA course and applies for any subsequent course, including the one failed, will be accepted only on a space-available basis (after all applicants have been placed and there is no waiting list). Attendance will be at no cost to the Government; i.e., a second stipend will not be provided. This restriction will apply until the individual successfully completes an NFA on-campus course.

Foreign Applicants

A very limited number of opportunities exist for non-U.S. citizens to attend NFA courses. Foreign citizens interested in applying should send applications to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
(301) 447-1035
FAX (301) 447-1441

Foreign applicants must pay their own transportation, lodging, and meal costs. Because language translation is not provided on campus, students must be fluent in spoken and written English.

Applications from foreign students are not considered during the random selection process following each application period. After students have been placed, if there are vacancies, foreign applicants are considered. Therefore, applications are accepted from foreign students throughout the course of the year. Placement for a requested date cannot be guaranteed. Please

allow extra time for processing application requests.

Course Coding

To help identify the different courses available through NFA, the following listing of course codes is given to explain the first letter used in the reference number in the parentheses following titles.

- C College Deliveries over course of a semester
- F Direct Field Deliveries
- H Local Training System Deliveries (Handoff)
- I In-Service Training
- M Mount Weather Site Deliveries
- N Regional Deliveries
- O State Training System Deliveries (Off-Site local deliveries)
- P Pilot
- Q Independent Study
- R Resident On-Campus Deliveries
- T Train-the-Trainer
- U Computer Conferencing Deliveries
- W State Weekend Program Deliveries

College Credit for NFA Courses

Courses presented at NFA are equal in difficulty to those at the college/university level. Although the Academy itself is not an accredited institution, completed NFA courses may count as credits toward a college degree program. Students should be aware, however, that not all colleges/universities accept these credits.

The American Council on Education/College Credit Recommendation Service (ACE/CCRS) annually reviews Academy courses and makes recommendations for credit equivalencies. ACE/CCRS reviews formal training developed outside colleges and universities and publishes its recommendations in *The National Guide to Educational Credit for Training Programs*, used by educational institutions throughout the country. Course descriptions include the ACE recommendation for credit hours, curricula, and level. Newly developed courses not included in the previous ACE review receive credit equivalency evaluations after the next annual review. At that time, the students who have already completed the course become eligible for credit for that course.

Upon written request, the NETC Office of Admissions will provide student transcripts to educational institutions at no cost to the student.

To obtain a transcript, complete the information request on the next page and send or fax it to the address indicated.

**NATIONAL EMERGENCY TRAINING CENTER (NETC)
TRANSCRIPT REQUEST**

A TRANSCRIPT WILL BE SENT TO THE INDIVIDUAL REQUESTING A TRANSCRIPT. WE WILL ALSO MAIL A COPY TO THE COLLEGE OR UNIVERSITY YOU SPECIFY BELOW, ONLY IF THE INFORMATION LISTED IS COMPLETE AND HAS AN ACCURATE ADDRESS.

REQUESTOR

NAME: _____

ADDRESS: _____

SOCIAL SECURITY NUMBER: _____

WORK PHONE: _____ HOME PHONE: _____

COLLEGE OR UNIVERSITY TO WHICH YOU WANT THE TRANSCRIPT SENT:

NAME: _____

ATTENTION: _____

ADDRESS: _____

REQUESTOR'S SIGNATURE: _____

SPECIAL NOTICE TO REQUESTOR: NETC, INCLUDING THE NATIONAL FIRE ACADEMY (NFA) AND THE EMERGENCY MANAGEMENT INSTITUTE (EMI), MAY NOT MAINTAIN COURSE RECORDS ON CLASSES THAT YOU ATTENDED, WHETHER SPONSORED BY YOUR DEPARTMENT OR ANOTHER ORGANIZATION, IN WHICH YOU RECEIVED A "CERTIFICATE OF TRAINING" SIGNED BY SOMEONE IN AN ORGANIZATION OTHER THAN A NETC FACULTY MEMBER. COURSES SUCH AS THIS ARE GENERALLY REFERRED TO AS "HAND-OFF" COURSES. NETC DOES MAINTAIN TRAINING RECORDS ON STUDENTS WHO ATTENDED DIRECT DELIVERY CLASSES WHO RECEIVED A "CERTIFICATE OF ATTENDANCE" SIGNED BY THE NFA OR EMI SUPERINTENDENT. IT'S THE COURSES IN WHICH YOU RECEIVE A "CERTIFICATE OF ATTENDANCE" THAT WILL BE REFLECTED ON YOUR NETC TRANSCRIPT.

MAIL COMPLETED REQUESTS TO: National Emergency Training Center
ATTN: Admissions, Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

OR FAX COMPLETED REQUESTS TO: 301-447-1441

Evaluation of NFA Courses

The Academy has developed a comprehensive evaluation program to determine the level of student satisfaction with the NFA training experience and how NFA training affects the student's performance on the job. Students can rate their satisfaction with NFA courses by completing the end-of-course evaluation that is administered at the close of each training session.

Selected NFA resident courses also are evaluated by students and their supervisors using the Academy's Long Term Evaluation program. NFA asks students and supervisors to complete evaluation forms 3 to 6 months after the student has returned to the job following NFA training. In this way, the Academy can determine what elements of NFA training have been transferred to the job and are making a difference in the way fire and emergency services are delivered.

NFA also has established another way for students to report how NFA training has had an impact on their day-to-day job performance. Students, supervisors, and coworkers who want to provide feedback to NFA can visit the USFA Web site at:

<http://www.usfa.fema.gov/>

This site will link to a feedback page for NFA courses. Students are encouraged to share experiences of how they applied NFA training when they returned to their regular duties.

NFA has a special interest in reports about Academy influence on:

- implementation of the Incident Command System;
- local approaches to safety management;
- local approaches to arson mitigation;
- changes in local department services and policies;
- changes in local department training;
- changes in local department management development;
- local efforts in fire prevention, risk reduction, and public education;
- distance education using various computer-based and media technologies; and
- courses used in conjunction with Project Impact related efforts.

On-Campus Programs and Courses

Volunteer Incentive Program

The Volunteer Incentive Program (VIP) is an intensive 6-day educational opportunity designed specifically for the volunteer fire service officer. With VIP, the Academy has compressed 2 weeks of course work into 6 days and tailored it to the special needs of the volunteer fire officer, while maintaining content, quality, and integrity. Students have the opportunity to meet and exchange ideas and information with colleagues from across the country.

The VIP curriculum has been expanded to eight courses: Course descriptions can be found as indicated by the page number listed.

- *Command and Control of Incident Operations* (R831). See page 34.
- *Fire Service Planning Concepts for the 21st Century* (R802). See page 35.
- *Leadership and Administration* (R810). See page 29.
- *Fire Cause Determination for Company Officers* (R811). See page 38.
- *Hazardous Materials Incident Management* (R814). See page 36.
- *Challenges for Local Training Officers* (R815). See page 48.
- *Community Education Leadership* (R816). See page 45.
- *Emergency Response to Terrorism: Incident Management* (R817). See page 48.

For information regarding course content, please refer to the individual course descriptions in this catalog as indicated by the page numbers above.

VIP Application Procedure Changes:

- Your local fire chief may now approve your participation in a VIP course delivery. It is no longer necessary for you to forward your application to your State Fire Training Agency.
- Application procedures for VIP are the same as the procedures for the 2-week resident courses.

The FY 2002 course schedule and General Admissions Application (FEMA Form 75-5, July 2000) for on-campus courses are contained in the back of the catalog. If you are interested in applying for a VIP course, please adhere to the open application period as follows: The first semester of fiscal year 2002 runs from October 1, 2001 to March 31, 2002; applications for this semester must be postmarked between May 1 and June 30, 2001. The second semester runs from April 1 to September 30, 2002; applications for this semester must be postmarked between November 1 and December 31, 2001.

Note: You must reapply for second semester courses if not accepted for the first semester. No applications will be carried over. You may apply for more than one course, but you should submit a separate application for each course. Only the July 2000 version or later of FEMA Form 75-5 will be accepted. All other versions will be returned to the applicant.

For more information on VIP, contact the NFA VIP Program Manager at 800-238-3358, ext. 1128 or (301) 447-1128 or refer to the USFA website at www.usfa.fema.gov/nfa/tr_vip.htm

The Executive Fire Officer Program

The Executive Fire Officer Program (EFOP) is an initiative of the United States Fire Administration/National Fire Academy designed to provide senior officers and others in key leadership roles with:

- An understanding of:
 - the need to transform fire and emergency services organizations from being reactive to proactive; with an emphasis on leadership development, prevention, and risk-reduction;

- transforming fire and emergency services organizations to reflect the diversity of America's communities;
- the value of research and its application to the profession; and
- the value of lifelong learning.
- Enhanced executive-level knowledge, skills, and abilities necessary to lead these transformations, conduct research, and engage in lifelong learning.

The officers enhance their professional development through a unique series of four graduate and upper-division baccalaureate equivalent courses. The EFOP spans a 4-year period with four core courses. Each course is 2 weeks in length.

EFOP participants must complete an Applied Research Project (ARP) that relates to their organization within 6 months after the completion of each of the four courses. **NOTE: Completion of the ARP is a prerequisite for attending the next course in the sequence of the program.** A certificate of completion for the entire EFOP is awarded only after the successful completion of the final research project.

Selection Criteria for the EFOP

The EFOP target audience is current and emerging executive-level leaders in fire and emergency services organizations. The selection criteria are divided between two requirements areas: Service Requirement and Academic Requirement.

Service Requirement

- Chiefs of Department or equivalent.
- All other chief officers.
- Chief officers or equivalent who head major bureaus or divisions within a fire department, e.g. suppression, prevention, training, emergency medical services, etc.
- Chief officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training.
- Other individuals who are serving in "key leadership" positions. Please refer to "Key Leaders" selection criteria following this section.

Academic Requirement

- Applicants must have attained an associate's degree or greater from a regionally accredited institution of higher learning. No exception will be made to this requirement.
- Beginning October 1, 2009 (FY 2010), applicants must have attained a minimum of a bachelor's degree.

"Key Leaders" Selection Criteria

The EFOP is USFA's premier executive education program with a limited capacity of participants each year. The primary audience is executive-level chief officers; however, beginning FY 02 a limited number of non-executive-level applicants who are serving in "key leadership" positions will be considered for the EFOP. Once the minimum academic requirement has been demonstrated, candidates will be selected on the following criteria:

- An advanced academic degree from a regionally accredited college or university.
- Successful completion of the NFA Leadership Development Program **or** comparable training.
- Unique perspectives that broaden the diversity of EFOP.
- Strength of the department chief's or sponsor's recommendation, commitment to supporting the applicant's participation and description of the applicant's potential impact on the organization.
- Personal accomplishments and significant contributions to the fire and emergency services and/or the community.
- Potential for future impact on the fire service.

It is expected that the number of applications for these limited number of positions will be very competitive. Therefore, applicants are encouraged to carefully review all of aforementioned and following selection/application elements.

How to Apply

NOTE: Candidates may submit an application package at any time during the year. However, there is a cutoff date of June 30 for each fiscal year. Thus, in order to be considered for the FY 2002 (October 1, 2001

to September 30, 2002) EFOP, the application must be postmarked no later than June 30, 2001. Applications postmarked after that date will be considered for the next fiscal year.

Application packages will be reviewed on an individual basis and will require six separate items:

1. A General Admissions Application. In Block #9A, please specify "Executive Fire Officer Program."
2. A letter from the applicant requesting admission to the EFOP. The letter should specify applicant's qualifications (see eligibility sections); commitment to complete the entire program, including the applied research; and the applicant's perceived expectation(s) of the program.
3. The applicant's résumé.
4. A letter of recommendation from the applicant's immediate supervisor (Chief of Department, Mayor, City Manager, etc.), indicating the organization's commitment to allow the applicant to complete the required courses and research.
5. A photocopy of the applicant's terminal academic diploma or transcript.
6. An organizational chart that depicts the applicant's position.

The application package must be sent to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

EFOP candidates who have complied with the EFOP minimum prerequisites will be forwarded a secondary, essay-based application form. Both application forms, as well as the accompanying materials, will be evaluated in assessing each applicant's qualifications for EFOP acceptance. Final selection is competitive due to the limited number of available slots. Each applicant will be notified in writing as to acceptance or non-acceptance into the EFOP. Qualified women and minority candidates are encouraged to apply.

Requirements for Continuing Eligibility

Because of the intense competition for admission to the EFOP, the Academy has very stringent requirements for continuing eligibility. Reduction of a participant's rank or responsibility,

either voluntarily or involuntarily, will result in removal from the EFOP. Changes in a participant's employment status during the 4-year period of the program may alter eligibility to continue in the EFOP. Any such change must be brought to the attention of the Academy immediately in order to determine continuing eligibility. Participants are required to notify the NETC Office of Admissions in writing immediately if they cannot attend a scheduled course; otherwise, they will be removed from the EFOP.

NOTE: Future participation in EFOP courses is contingent upon the successful completion of the required Applied Research Projects. The participant bears the responsibility for any travel costs associated with course cancellation, for failing to complete the required research in a timely manner.

Conditional Acceptance to EFOP

Individuals who have completed EFOP courses in a non-EFOP status later may elect to apply for the EFOP. Those interested in this must follow the application process stated earlier. If the applicant is accepted, consideration will be extended toward any EFOP course(s) already completed. If the course(s) completed is accepted as a valid equivalency, the individual will be provided a period of time to complete the Applied Research Project(s) for the course(s) completed. These research project(s) must be completed before the applicant participates in the next scheduled EFOP course.

Participation in EFOP Courses as a Non-EFOP Participant

Each year a limited number of spaces are available for individuals interested in taking an EFOP course, but not as part of the 4-year program. This may be the result of not meeting the academic degree requirement, and/or not wanting to commit to the 4-year time period and research project requirements. In either case, participants still must qualify by rank/position. Non-EFOP applicants for EFOP course offerings should follow the General Admissions Application process.

CHANGES TO THE EXECUTIVE FIRE OFFICER PROGRAM

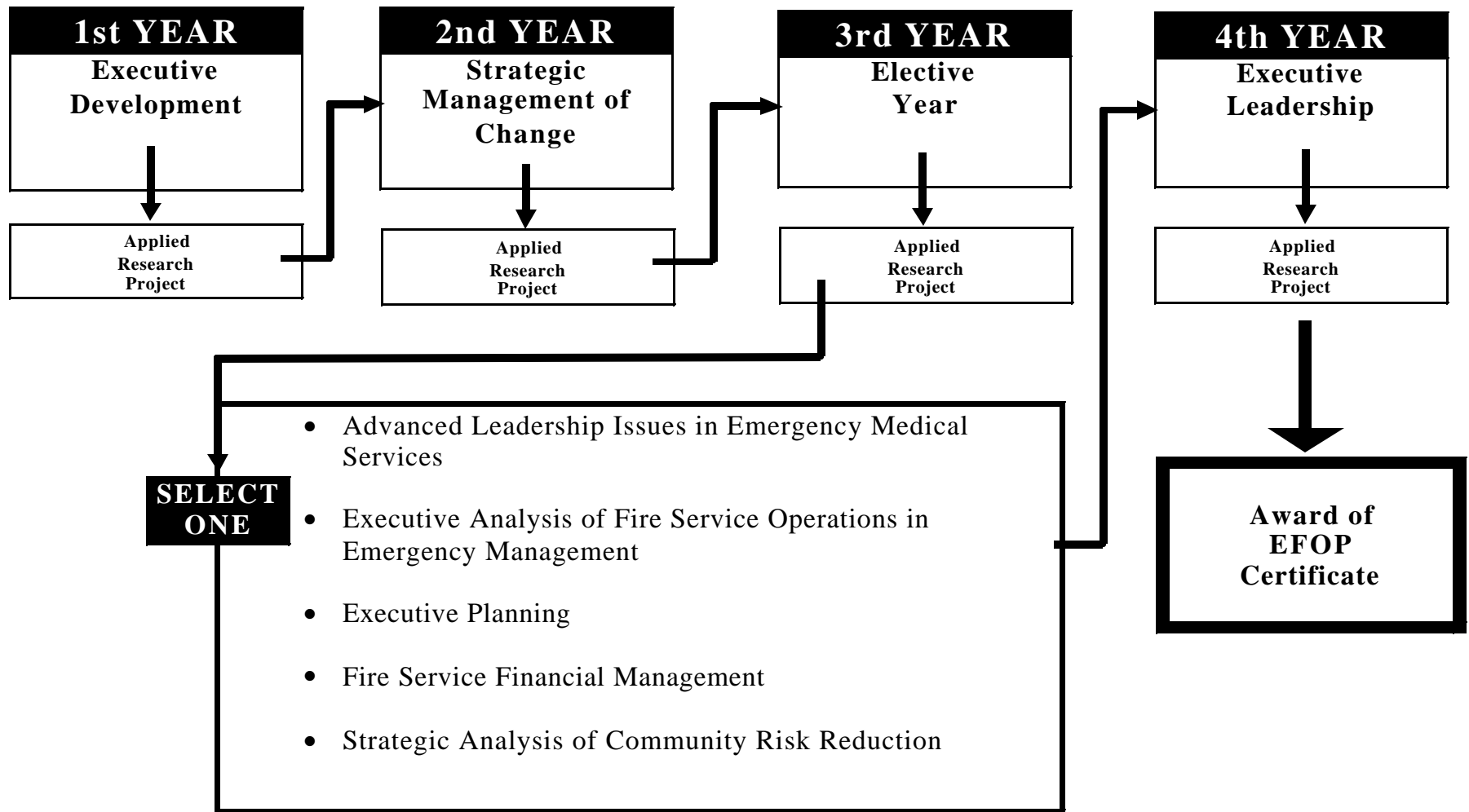
The Executive Fire Officer Program (EFOP) has existed since 1985 with over 1,500 senior fire executives having successfully completed this professional development opportunity. The United States Fire Administration (USFA) announces a number of changes to the EFOP. During 2000, various activities were conducted to review and assess the EFOP. A variety of constituency groups offered recommendations, and USFA already has incorporated a variety of changes. Other modifications will be implemented over the next 2 years. Following is a summary of the most notable changes.

- *Target Audience:* The EFOP target audience will remain largely the same, but beginning in FY 02 USFA will feature a "Key Leaders" participation component. A limited number of non-executive-level applicants who are serving in "key leadership" positions will be considered for the EFOP. Please refer to the "Key Leaders Selection Criteria" for more information.
- *Four-Year Core Curriculum:* Presently EFOP features a 3-year core curriculum with an additional year consisting of a choice among five elective courses. USFA strongly believes that the EFOP experience should include an executive-level curriculum devoted to risk reduction and prevention. A new curriculum will be designed and offered beginning in FY 03. Therefore, this curriculum will affect EFOP participants who enter EFOP in FY 01 and later.
- *Academic Requirement:* Presently, all EFOP applicants must possess a minimum academic achievement of an associate's degree from a regionally accredited college or university for further consideration. Beginning October 1, 2009, all applicants must possess a minimum of a bachelor's degree from a regionally accredited college or university. This requirement is consistent with the International Association of Fire Chiefs "Chief Fire Officer Professional Designation" program.

A variety of other changes either have been made or will be enacted to improve the completion of Applied Research Projects, the EFOP Graduate Symposium, existing courses within the EFOP, and other programmatic areas.

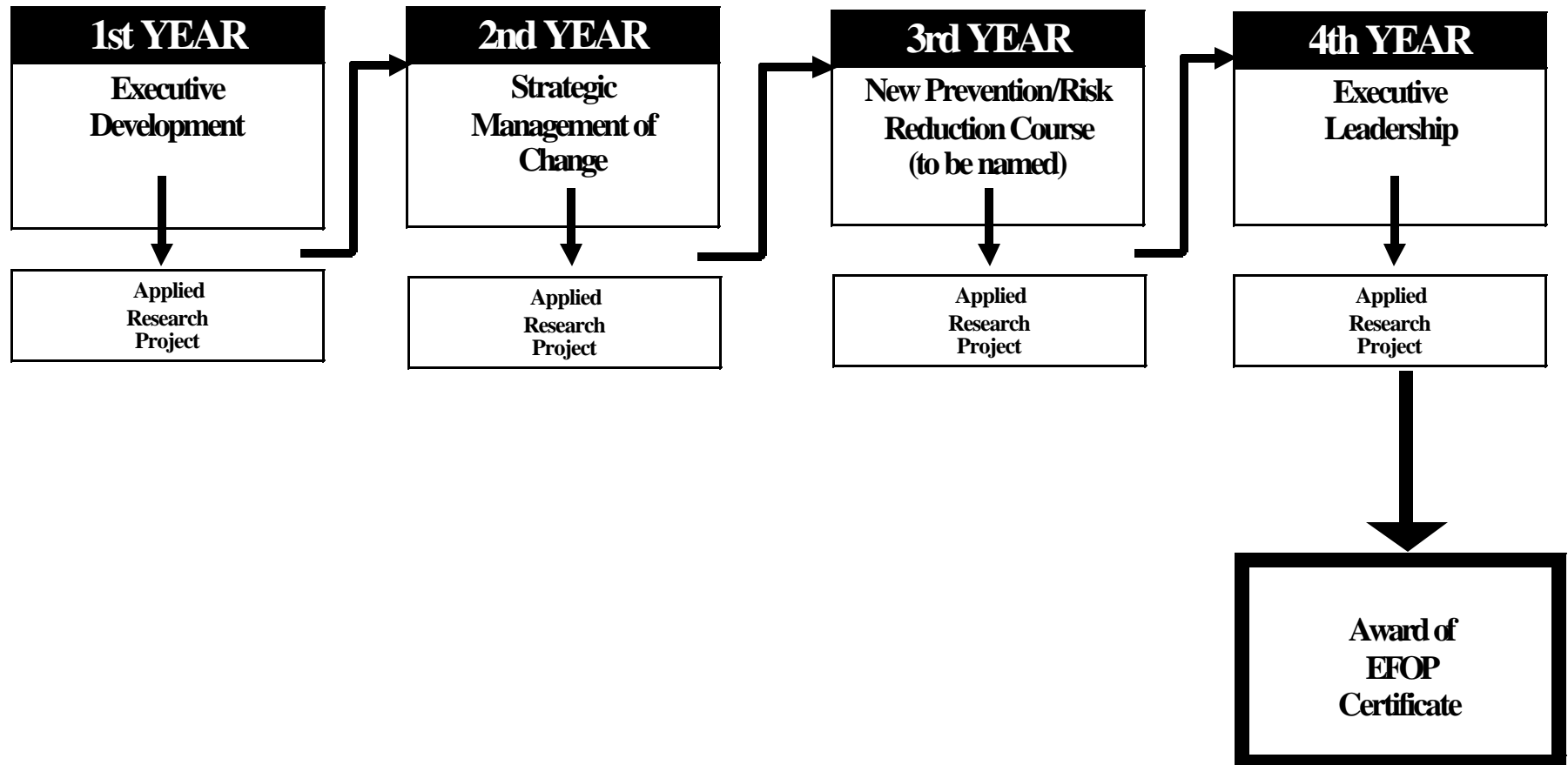
EXECUTIVE FIRE OFFICER PROGRAM

Applies to EFOP Participants who began in FY 00 and earlier



EXECUTIVE FIRE OFFICER PROGRAM

Applies to EFOP participants accepted to begin during FY 01 and after



Fourteenth Executive Fire Officer Program Graduate Symposium

Each Spring, USFA sponsors the EFOP Graduate Symposium. Attendance and participation in the Symposium are limited to graduates of the EFOP. The Symposium:

- Informs participants of outstanding applied research completed by EFOP participants during the previous year. Those recognized present their research and further defend their procedures and findings. Presenters formally receive NFA's Outstanding Applied Research Award.
- Creates a forum for the exchange of cutting-edge trends and information. Recognized presenters from the private sector, education, and Government provide an informational update and reinforce executive skill areas discussed within the EFOP experience. NFA faculty also provide presentations that reinforce and extend the EFOP experience.
- Provides another opportunity to network with EFOP alumni and further extend these relationships. The Symposium is structured to facilitate a period of mental stimulation, yet provide an opportunity to engage in "battery charging."

The Fourteenth EFOP Graduate Symposium is scheduled for April 5-7, 2002. Participants are responsible for transportation and meals. NFA provides the program and housing accommodations. Application may be made using the General Admission Application form. In Block 9a, please specify "Executive Fire Officer Program Graduate Symposium (R120)." Applications must be received by March 1, 2002. Due to limited space, applications will be prioritized on a first-received, first-served basis.

Harvard Fire Executive Fellowship Program

Application procedures have been established for the 2002 Harvard Fire Executive Fellowship Program. The program will be sponsored through a partnership among the National Fire Protection Association (NFPA), International Association of Fire Chiefs (IAFC), and NFA.

NFPA and IAFC will fund the tuition and provide the travel expenses for the interview portion of the program. NFA will administer the selection process.

Eight senior fire executives will be awarded fellowships to attend Harvard's annual Program for Senior Executives in State and Local Government. The 3-week summer program is conducted on the Harvard campus in Cambridge, Massachusetts.

The following criteria and guidelines have been established for the 2002 program:

- Application is open to senior fire executives who have demonstrated significant accomplishments and have the potential to effect and initiate change.
- Preference may be given to applicants who are graduates of NFA's Executive Fire Officer Program, although program completion is not a prerequisite.
- Preference also may be given to applicants who have completed graduate-level degree programs or course work.
- Individuals whose organizations have been represented in the Harvard Fellowship Program during 1999, 2000, or 2001 will not be considered.
- A General Admission Application (FEMA Form 75-5) is required, postmarked no later than January 31, 2002. An organizational chart of the applicant's sponsoring organization (with applicant's position highlighted) is required with the General Admission Application. All applicants are encouraged to include a resume with their submission.

All packages should be forwarded to the following address:

United States Fire Administration
Harvard Fellowship Program
16825 South Seton Avenue
Emmitsburg, Maryland 21727

Semifinalists will be forwarded complete program information and materials for a secondary application process that is essay based.

For questions regarding the Harvard Fire Executive Fellowship Program, contact the

Training Specialist for Executive Development at (800) 238-3358, ext. 1072, or (301) 447-1072.

Executive Development Curriculum

Executive Development (R123)

Executive Development is the entry course for the EFOP. It is intended to assist fire service personnel in developing effective management and leadership skills as they make the transition from manager to senior executive. Through a combination of theory, case study analysis, reflection, introspection, and self/observer-based assessment, students learn how to enhance team development and apply action research.

Executive Development course units include working as a team, individual professional development, research, problem-solving, following and leading, ethics, creativity and innovation, marketing in the public sector, organizational change and development, outside perspectives, service quality, legal aspects of fire protection, and research project reports.

Executive Development serves as a bridge between the Management Series and the Executive Fire Officer series. Participation assumes the successful completion of the Management Series or equivalent instruction.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Personnel Management, Public Administration, Organizational Behavior, Management, or Fire Science Management as an elective. Students who are EFOP participants will be eligible to receive graduate-level credit with successful completion of the Applied Research Project.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Executive Leadership (R125)

This concluding course was designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness.

The curriculum includes self- and observer-based survey assessment instruments, case study analysis, role playing, and experiential activities. Participants complete a "self-assessment and development plan" to create desirable goals in the areas of their professional, personal, community, and family life.

Course units include leadership, multiple roles, decision skills, influencing, leaders teaching leaders, coaching and mentoring, succession planning, and evaluating.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Management, Public Administration, or Fire Science Management as an elective.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Strategic Management of Change (R130)

An executive-level course, *Strategic Management of Change*, provides a change management model to assist senior fire executives who must adapt to rapid technological and functional changes related to the delivery of fire and emergency services. Methodologies include organizational simulation, case study, and other experiential activities.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Science Management, Public Administration, Personnel Management or Management as an elective.

Postcourse Requirement for EFOP Students:

An Applied Research Project is a required postcourse activity.

Leadership and Administration (R810) Volunteer Incentive Program

This is an intensive 6-day course that provides the appropriate skills for the volunteer emergency services officer to enhance community fire and rescue services through effective leadership and administration. Course units include planning, marketing, human resource development, recruitment of members, retention of members, leadership, financial management, change management, and legal issues.

Student Selection Criteria:

- Fire Chiefs and/or Presidents of Volunteer (staffed) Emergency Services Organizations.
- Senior fire officers and/or administrative officers for Volunteer (staffed) Emergency Services Organizations.
- Administrative officers assigned to recruitment and retention efforts within Volunteer (staffed) Emergency Services Organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Public Administration, or Management.

Management Science Curriculum

Fire Service Communication (R107)

Fire Service Communication focuses on verbal and written communication skills for fire service

managers. The course is based on a survey of writing duties, practices, and skills, and the analysis of many types of fire service documents used in large and small fire departments around the country.

Student-directed learning, using computer-based instruction, is used to diagnose and develop writing and language arts skills.

The first week is devoted to developing skills in writing. Course units include organization and outlining of documents; writing procedures, regulations, and training materials; correspondence with the public; preparation of incident or investigative reports; preparation of personnel documents such as job descriptions; and preparation and justification of proposals for funding and equipment.

Oral communication is the focus of the second half of the course. Students will gain an understanding of the bases of effective speech communication as well as barriers to communication. The course focuses on one/two-way feedback, verbal and nonverbal components of spoken messages, models of communication, understanding self and others, listening, personal image, public speaking, and conducting interviews and meetings.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Communications, Business Communications, English, English Composition, Speech, Fire

Science, Business Management, or Public Administration.

Organizational Theory in Practice (R331)

Organizational Theory in Practice is designed to prepare fire service managers and executives to understand organizational theory as it relates in practice to the fire service. During the course, students acquire the knowledge and develop the skills and abilities to operate an organization efficiently and effectively. Theories, principles, and analytical tools are applied in workshop exercises to the strategic organizational issues associated with planning, organizing, staffing, directing, and controlling.

Units of instruction include organization definition and structure, explanation and application of theory, planning in an organization, theories of organization and management, control and evaluation within an organization, organizational analysis, leadership styles and supervisory practices, decisionmaking, and organizational communication.

A course project report requires students to identify a problem in their department or division over which they have some influence, develop a solution to the problem, and write a postcourse report on the various organizational theories learned. The report is due 6 months after completion of the course. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" for an explanation of the consequences.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Science Management, or Public Administration. **Note:** Students must complete a 6-month project before receiving the credit recommendations.

Interpersonal Dynamics in Fire Service Organizations (R332)

Interpersonal Dynamics in Fire Service Organizations is designed to prepare fire service managers to work more effectively with other personnel in their organizations. Participants begin with a critical self-assessment of their individual managerial strengths and weaknesses, which results in a specific plan for their own professional and personal development. Techniques for creating effective organizational environments are defined. Components of a successful human resource development plan are examined.

Course modules include managerial style, stress management, conflict resolution, time management, counseling, communications, group dynamics, and human resource development.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions with limited training.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, Management, or Public Administration.

Emergency Medical Services Curriculum

Management of Emergency Medical Services (R150)

This course focuses on current and newly emerging management practices as they relate to Emergency Medical Services (EMS) in the fire service. This interactive and fast-moving course will enable participants to deal more effectively with day-to-day management issues that supervisory-level managers are likely to encounter. Personnel, resource management, and quality improvement techniques are some of the major components of this course. Upon completion of this course, the students will be able to enhance the quality and overall effectiveness of their EMS operation through the use of management techniques.

Student Selection Criteria:

- Individuals with management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.

ACE Recommendation: In the lower division baccalaureate/associate degree category or upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administrator, Community Health Public Administrator, or Emergency Medical Services.

Advanced Leadership Issues in Emergency Medical Services (R151)

This course is designed for upper-management persons who have organizational responsibility for EMS operations in their agency or jurisdiction. Situational, scenario-based instruction is the foundation of this course, with an emphasis on problem-solving and decisionmaking techniques. Leadership techniques as they relate to establishing and

directing EMS work teams are also an important part of this course.

Student Selection Criteria:

- Individuals with upper-level management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.

Prerequisite: *Management of Emergency Medical Services (R150)* or a college-level management course.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Emergency Medical Services, Fire Science, Public Administration, or Health Care Administration. Note: Students seeking graduate-level credit must complete the *Advanced Leadership Issues in Emergency Medical Services* research paper requirement.

Advanced Life Support Response to Hazardous Materials Incidents (R247)

This 2-week course is designed for paramedic personnel who have an Advanced Life Support (ALS) emergency medical responsibility at hazardous materials incidents, and it promises a rigorous experience for the student. In-depth chemistry, as it relates to hazardous materials, the medical management of victims, and the development and management of the hazardous materials components of the medical support system are the three primary focuses of this course. Toxicology and decontamination procedures are covered from an advanced EMS viewpoint. Strategies for safe emergency medical interaction with contaminated victims are discussed in detail.

Student Selection Criteria: ALS emergency medical personnel at EMS/HM Level II who, as a part of their normal duties, may be called to perform patient care activities in the warm zone at hazardous materials incidents.

Prerequisite: Applicants must provide current State or National Registry Paramedic certification.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administration, Public Health, General Science, Emergency Medical Services, or Chemistry. Or, in the graduate degree category, 3 semester hours in Industrial Hygiene Laboratory, Environmental Science Laboratory, or Public Health Laboratory.

Emergency Medical Services: Special Operations (R152)



Historically, EMS has been provided to meet the immediate needs of communities. In recent years, we have seen a greater reliance on our EMS systems. As our customers begin to expect more from us, our mission has expanded. Recent cases have shown that local EMS organizations can be overwhelmed easily by many of the events to which we are called to respond. Events such as mass-casualty incidents, storms, earthquakes, or technological emergencies, mass gatherings, and dignitary visits can place an unusual demand upon our ability to provide continued "background" response to our anticipated daily call volume. It is only through effective planning and preparation for these unique events that we can continue to respond effectively to our customers. This program discusses many of these special operations and the burdens they place upon our communities, EMS systems, and the responders within our systems.

The purpose of this program is to enable EMS System Managers to prepare their organizations to respond to special operations by identifying potential hazards, determining potential resource needs, determining how those resources may be acquired, and developing a plan that enables the effective control of these events.

Student Selection Criteria: This course is geared primarily to those who have management and planning responsibilities for an EMS system. Because special operations can occur anywhere, (with dignitary visits, plane crashes, mass-casualty incidents, etc.) students do not have to

represent organizations serving earthquake, tornado, or hurricane-prone areas. While most students will have a fire service background, some will represent private or separate service (nonfire) EMS agencies. Those in the fire service will make up the bulk of the class and will range from first-line supervisors through battalion chiefs and operations chiefs to chief of the department. The course will be targeted primarily to middle managers at an operational level and to senior planners within the department. The students will be selected to provide a geographic distribution in each class.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Management, EMS Management, Public Health, or Health Care Administration.

Incident Management Curriculum

Executive Analysis of Fire Service Operations in Emergency Management (R306)

This course is designed to prepare senior staff officers in the administrative functions necessary to manage the operational component of a fire and rescue department effectively. Since the subject matter is comprehensive, maximum use of the students' time is required. Some of the areas covered are risk assessment, incident documentation, media/political considerations, standards, legal mandates, capability assessment, damage assessment, emergency operations, Integrated Emergency Management System (IEMS), Emergency Operations Center (EOC), and emergency information systems.

Throughout the course, students are presented with a series of senior-staff-level issues that require extensive analysis and action. The actions implemented are applied to a mock community in order to evaluate the effectiveness of these decisions relative to the fire and rescue department's operational readiness. The course is very intense and uses lecture, case study, simulation, scenario, and student participation as instructional media. A joint simulation exercise

will be conducted with the Emergency Management Institute during this course.

Student Selection Criteria: Rank requirements:

- Chiefs of department or equivalent.
- Chief officers or equivalent who head a major bureau or division within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.
- Chief officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training.
- Field battalion-level officers from IAFC "metro-size" fire organizations also will be considered (organizations that serve populations in excess of 200,000 and/or have more than 400 uniformed personnel).

Additionally, officers who eventually may assume one of these positions and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or documentation of placement on an eligibility list is required for these candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Public Administration, or Emergency Management.

Command and Control of Fire Department Operations at Multi-Alarm Incidents (R304)

This 2-week course is simulation-intensive and focuses on the command officer's responsibility while conducting major operations involving multi-alarm units. Emphasis is placed on rapid fireground decisionmaking, advanced Incident Command, command and control, safety, personnel accountability, and communications.

Through the use of simulations, students are taught to recognize critical cues specific to various types of complex emergency incidents. The students also are taught the proper command and control procedures necessary to bring these incidents to closure. A wide range of simulations is used to duplicate emergency incidents that require the student to evaluate multiple hazards. Fire department emergencies involving multi-family occupancies, hotels, commercial

occupancies, large shopping malls, railroads, wildland, and highrise are just some of the incidents that are simulated.

The course is interactive, using lecture, simulations, and student participation as instructional methods. A precourse, self-study module on the Incident Command System (ICS) is forwarded to students prior to attendance. Demonstrated experience in the ICS is a prerequisite, and students are tested to measure their proficiency in this area on the first day of class.

Student Selection Criteria: Command officers or company officers who have multi-alarm command responsibilities. Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from their fire chief and/or placement on an eligibility list will be required for these candidates.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science.

Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R308)



This 2-week course addresses fire and rescue department operations at natural and man-made disasters that may require interagency or interjurisdictional coordination. Earthquakes, hurricanes, blizzards, civil disturbances, terrorism, hazardous materials releases, tornadoes, and floods are some of the topics covered.

The primary focus for this course is directed at the operational component of a fire department's response to these incidents. Emphasis is placed on command and control decisionmaking skills and the interrelationship of the operational function to hazard preparedness, mitigation, response, and recovery. Advanced applications of the Incident Command System (ICS), command and control, the ICS/EOC interface, the IEMS, evacuation, and sheltering and communications are just a few of the areas covered. The course is interactive using lecture,

simulations, scenarios, and student participation as instructional methodologies.

Student Selection Criteria: Chief officers or other fire officers who command fire department operations at catastrophic disasters. Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates.

Prerequisite: Demonstrated experience in the ICS.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Emergency Management, Fire Science, or Environmental Science.

Command and Control of Fire Department Operations at Target Hazards (R314)

This 6-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations.

The students are taught advanced applications in the Incident Command System (ICS), command and control, decisionmaking, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants, and grain elevators. The course is very comprehensive and uses lecture, case study, simulation, and student participation as instructional methods.

Student Selection Criteria: Chief officers or other officers who would have the responsibility to command incidents involving target hazards.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates.

Since this is a unique 6-day course, every effort will be made to accommodate the selection of both volunteer and career personnel.

Prerequisites: Demonstrated experience in the ICS and completion of a previous command course.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

Command and Control of Incident Operations (R831) Volunteer Incentive Program

In this 6-day course, volunteer fire officers are introduced to the Incident Command System (ICS) and they study proper fire command techniques for control and extinguishment of fires ranging from small, residential structures to multi-occupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, sizeup and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Chief officers or company officers from volunteer, combination, or smaller paid fire departments, who may have command responsibilities at emergency incidents. Additionally, officers who are upwardly mobile in their organizations may be considered. A letter from the Fire Chief will be required for these applicants.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Technology, Human Resource Management, Occupational Health and Safety, or Public Management.

Planning and Information Management Curriculum

Fire Service Financial Management (R333)

This 2-week course focuses on the techniques necessary to prepare, justify, and manage the components of a fire department operating budget and financial system effectively. Steps in planning, developing, presenting, funding, and implementing a budget are addressed, and the interrelationships and results of each step are analyzed. Case studies, role-play, and interactive lecture are used to deliver the course material. Upon successful completion of this course, the student will be able to design, develop, and administer a fire department budget and financial system.

Student Selection Criteria: Fire service or emergency medical service personnel who have direct influence and/or responsibility for the design, development, and/or administration of the organization's budget.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, or Public Administration.

Executive Planning (R506)

This 2-week course consists of modules dealing with leadership, project management, strategic planning, systems analysis, acquisition processes, and project implementation and evaluation. These issues prepare fire service managers to make decisions to ensure effective and efficient management of information for planning the future and to make the fire department more responsive to its environment and the needs of its customers.

NOTE: *Executive Planning* is a course based on planning and decisionmaking. **It is not a computer course or a data processing course.**

Student Selection Criteria: Fire chiefs, members of the organization's management staff, personnel identified as part of the organization's decisionmaking team, and project managers.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Service Administration, Public Administration, or Management.

National Fire Incident Reporting Systems (NFIRS) Program Management (R499)

The *National Fire Incident Reporting Systems (NFIRS) Program Management* course enables participants to promote, support, and manage NFIRS data collection successfully. Course content includes collection, processing, analysis, and presentation of useful, timely, and accurate information about fire department activities. The course is sponsored jointly by USFA/NFA, and the National Fire Information Council (NFIC).

Student Selection Criteria: New and current State, metropolitan, and fire department NFIRS program managers.

ACE Recommendation: In the upper division baccalaureate degree or lower division baccalaureate/associate degree category, 2 semester hours in Fire Science, Information Management, or Public Administration.

This course is offered twice yearly. For information call

NFIRS Program Manager
(800) 238-3358, ext. 1350 or
(301) 447-1350
or
NFIRS Program Chair
(800) 238-3358, ext. 1613 or
(301) 447-1613

Fire Service Planning Concepts for the 21st Century (R802) Volunteer Incentive Program



This intensive course allows volunteer fire officers to experience the process of producing a comprehensive community fire protection master plan. The students use a ten-step process that interweaves the concepts of strategic planning, long-range planning, and resource management

to develop a master plan for a hypothetical city with many fire protection challenges. The plan then is presented to the "city council," role-played by students and instructors.

This course is especially important for fire chiefs, directors, administrators, and fire officers responsible for planning fire protection for the community.

Student Selection Criteria: Fire chiefs, administrators, and fire officers responsible for planning fire protection for the community.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Administration, Fire Science, Fire Technology, Management, or Public Administration.

Hazardous Materials Curriculum

Hazardous Materials Operating Site Practices (R229)



This course focuses on the strategies and safe procedures for alleviating the danger at a hazardous materials incident. It concentrates on integrating knowledge about hazardous materials chemistry, storage, transportation, and potential release scenarios with information about local hazardous materials incident plans and response systems. Through decisionmaking activities, the course participants apply the course information, which is defined by current regulations and standards.

Subjects covered include, among others: DOT 49 CFR regulations as they apply to haz mat teams, hazard interpretation, damage assessment, site characterization, use and interpretation of air monitoring instruments, assessment of tactical options, and development of operational plans.

NOTE: This is *not* a "hands-on" program. Some evening sessions are required.

Student Selection Criteria: Emergency response personnel having hazardous materials response or training responsibility at the technician/specialist level as referenced in Title 29 of the Code of Federal Regulations (CFR)

Section 1910.120 or 40 CFR 311, NFPA 471, *Recommended Practice for Responding to Hazardous Materials Incidents* and NFPA 472, *Standard for Professional Competence of Responders to Hazardous Materials Incidents*.

Prerequisites: NFA *Chemistry of Hazardous Materials* or documented equivalent training is recommended but not required.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in General Science, Physical Science, Fire Science, or Applied Science.

Hazardous Materials Incident Management (R243)



This 6-day (Sunday through Friday) program focuses on the duties and responsibilities of the emergency response personnel who will assume the Incident Commander (IC) role in hazardous materials emergencies above the initial response. Based on the current requirements of 29 CFR 1910.120 and the applicable national standards, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities.

Topics include negligence and liability, planning, Incident Command System/Emergency Operations Center interface, training requirements, and emergency response plans. The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

This course is offered through a variety of programs. **Please note that each program has a different course code.** They are the Resident Program (R243), the Volunteer Incentive Program (R814), the Off-Campus Hazardous Materials Grant Program (O243), and through Regional Delivery (N814). These programs are described elsewhere in this catalog.

Student Selection Criteria:

- Emergency response personnel above the initial response level who may be called upon to assume the duties of the Incident Commander at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety officers as described in 29 CFR 1910.120.*
- Departmental training officers.
- Emergency management personnel who would interface with emergency response personnel through an Emergency Operations Center operations at a hazardous materials incident.

*While safety officers and training officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

Prerequisites:

- Departments must certify applicants as operations-level personnel acting at the Incident Command level as per 29 CFR 1910 (stated above). Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.
- It is suggested that applicants be familiar with NFA courses, *Initial Response to Hazardous Materials Incidents: Basic Concepts* and *Initial Response to Hazardous Materials Incidents: Concept Implementation*.

ACE Recommendation: In the upper division baccalaureate degree or graduate degree category, 3 semester hours in Public Safety, Fire Administration, or Public Administration.

NOTE: Travel arrangements for students attending the Hazardous Materials Incident Management course should be made through Baltimore/Washington International Airport only. Students will arrive on Saturday, the day before class begins. Buses will pick up students at 7 p.m. on Saturday at the airport. Departure will be on Saturday from NFA at 8 a.m., with bus transportation to Baltimore/Washington International Airport provided. Students wishing to make transportation arrangements to and from other airports or at other times must do so at their own expense. Classes begin at 8:30 a.m. on Sunday with student orientation. Classes end at

approximately 4 p.m. on Friday. **All students must attend all class sessions and successfully complete the evaluation criteria with a grade of 70 percent or better to receive a certificate.**

Arson Curriculum

Fire/Arson Investigation (R205)

(This course is physically challenging)

This course addresses the basic skills needed to conduct fire investigations. Using the Arson Burn Laboratory located on campus, successful methods are demonstrated for conducting legal fire investigations that culminate, when appropriate, in prosecution for arson. Upon completion of the course, the students will be equipped to identify the origin and cause of a fire, conduct a technically and legally sound investigation, and pursue the case through the judicial system.

Subjects covered include behavior of fire, determining point of origin, accidental and incendiary fire cause determination, motivation of the firesetter, fire scene investigation and followup techniques, fire protection systems, vehicle fires, fatal fires, incendiary devices, legal aspects, interview techniques, evidence collection, and report writing. The course is designed to meet or exceed the applicable sections of NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*.

Student Selection Criteria: This course is for full-time personnel with primary responsibility for arson investigation and/or prosecution in Federal, State, or local government. These personnel include fire/arson investigators, law enforcement personnel, district attorneys' staff, and members of arson task forces. Federal, State, and local government personnel who do not have official responsibility for arson investigation on a full-time basis should consider the Initial Fire Investigation (N216) course offered through the Regional Delivery Program.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Criminal Justice, or Fire and Arson Investigation.

Fire Cause Determination for Company Officers (R811) Volunteer Incentive Program

This 6-day course addresses the basic skills needed to conduct initial fire cause determinations. Upon successful completion of this course, students will be better prepared to make observations and gather information that will assist in identifying area(s) of origin, and assess the need for additional assistance and probable cause of a fire. Subjects include, but are not limited to, behavior of fire, determining area of origin, accidental and incendiary fire cause determination, fire scene examinations motives of the firesetter, vehicle fires, legal aspects (court testimony), and handling/preservation of evidence.

Student Selection Criteria: Company officers, command/chief officers whose departments do not have a formalized fire investigation unit or responsibility.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Science or Arson Investigation.

Management for Arson Prevention and Control (R207)

Management for Arson Prevention and Control focuses on innovative concepts and practical skills for managing a synergistic response to arson prevention and control. During the course, students are provided with an assortment of building block activities, videos, and lectures designed to provide a foundation for development of a comprehensive Arson Prevention and Control Plan (AP&CP). Activities provide specifics (such as statistics and skills) and revolve around a simulated community. As the overall AP&CP is built, students are required to present, discuss, and justify their portion of the plan. Following work on the overall document, students are required to use information from their own communities to author an AP&CP Executive Summary independently. By composing this personal document, students leave the class with an AP&CP outline that can be applied to their own communities. In addition to the AP&CP, methodology also includes activities in role-play,

demonstration, discussion, writing, brainstorming, and case studies.

This course was designed using the applicable sections of NFPA 1033 and NFPA 921, *Guide to Fire and Explosion Investigation*.

Student Selection Criteria: Individuals presently assigned to fire service, law enforcement, prosecutorial, or other investigative personnel responsible for the management, supervision, or oversight of arson prevention and control. For senior investigators, or investigators with management, supervision, or oversight responsibilities, or those who have taken the NFA 2-week *Fire/Arson Investigation* course or fire/arson investigation training consisting of a minimum of 80 hours (proof of certification required).

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Service, Fire Management, Police Administration, or Public Administration.

Interviewing-Interrogation Techniques and Courtroom Testimony (R208)

This brand new 2-week course will provide the necessary tools for fire/arson investigators to conduct sound legally supported interviews and interrogations with witnesses and suspects in preparation for court testimony. The course also provides essential and critical skills for investigators in courtroom testimony preparation and presentation, with the intent that the trained student can provide expert testimony.

Student Selection Criteria: Priority will be reserved for full-time personnel with fire/arson investigation responsibility and/or prosecution in Federal, State, or local government. These personnel include fire/arson investigators, law enforcement personnel, district attorney's staff, and members of arson task forces. Federal, State, and local government personnel who do not have full-time responsibility for fire/arson investigations will be admitted on a space-available basis.

Prerequisites: Successful completion of the USFA's Fire Arson Investigation course.

ACE Recommendation: ACE has not yet reviewed this course.

Initial Fire Investigation (N216) Regional Delivery

This 6-day course is designed to meet the needs of personnel, in both the public and private sectors, whose duties include determining origin, cause, and responsibility for fires and explosions based primarily on the examination of the incident scene. Upon completion, participants will be able to examine, preserve, document, interview, and report their findings and/or conclusions about a fire and/or explosion accurately and objectively.

Student Selection Criteria: Personnel whose primary duties include the determination of origin, cause, and responsibility for fires, all personnel who have less than 6 months of experience as investigators or those individuals who are targeted for promotion to the investigator level.

ACE Recommendation: In the lower baccalaureate/associate degree category, 3 semester hours in Fire Science, Fire Technology, Law Enforcement, or Political Sciences. **NOTE:** If the student completes a course project within 6 months, an additional credit hour can be earned.

Fire Prevention: Management Curriculum

Code Management: A Systems Approach (R101)

The management of code development, evaluation, and enforcement processes is the focus of this stimulating course. Students participate in an extensive simulation exercise which allows them to experience firsthand the intricacies and politics involved in the legislative process. A second exercise involves amendment of an existing code.

The goals of this course are to 1) develop an awareness of the code management function as an integrated system; and 2) enhance managerial skills in the areas of system analysis, knowledge

of codes, code development and adoption, code management, and evaluation of code functions.

Student Selection Criteria:

- Individuals responsible for code administration in their communities, e.g., chief officers, fire marshals, building officials (must have a minimum of 3 years of experience in fire prevention).
- Fire officers or allied professionals with responsibility for supervision and implementation of code enforcement and inspection programs at the department or company level.

On a space-available basis:

- Newly appointed fire marshals and individuals with keen interests in managing and leading fire/building code units with less than 3 years' experience (as required above).
- Fire prevention supervisors (civilian and uniformed) and representatives of model code groups.
- Senior firefighter level personnel who accept code inspection and enforcement responsibilities.

Prerequisites: At least 3 years of experience in either the management or the enforcement of the code function in a public agency, or completion of *Principles of Fire Protection: Structures and Systems* (R222) or the former *Fire Prevention Specialist II*.

ACE Recommendation: In the upper division baccalaureate or graduate degree category, 3 semester hours in Administrative Law, Decisionmaking, Legal Environment of Management as Business, Management, Policy Development, or Policy Formation.

Management of Fire Prevention Programs (R225)

This 2-week course uses proven management concepts as a basis for the efficient operation of a fire prevention organization. The course focuses on planning, promoting, and executing fire prevention functions. Topics include needs assessment, planning, legal responsibilities, management techniques, negotiation, evaluation, and case study.

The course content and delivery methods are suitable for senior representatives of fire prevention bureaus/units of all sizes and organizational complexities. *Management of Fire Prevention Programs* is structured to give fire prevention managers the requisite knowledge and skills, given a finite amount of resources, to plan effectively, promote, and execute fire prevention functions within their respective communities.

NOTE: *Precourse reading assignments are required. There will be evening class sessions. For the benefit of the student, a directly related postcourse work assignment, using course content in the workplace, also is expected.*

Student Selection Criteria:

- Chiefs of department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Department fire marshals or commanders of fire prevention organizations who report directly to the department chief.
- Fire officers who manage their department's overall prevention function but may not meet the other criteria, or individuals who expect to be promoted to such a management position within their department. (A letter stating such must accompany the application and be endorsed by the chief of department.)
- Allied safety professionals, building officials, and senior-level private sector fire prevention managers.
- On a space-available basis: Senior fire officers who direct company level code inspection and enforcement programs.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Public Administration, or Management.

Strategic Analysis of Community Risk Reduction (R309)



This powerful 2-week course provides senior fire executives with vital information necessary to implement community-wide risk reduction activities. Presented are contemporary approaches that emergency services

organizations can use successfully to compete for dwindling resources, mechanisms to gather and analyze critical life safety data, proven actions to target community injury reduction, and how to build coalitions to better accomplish the changing mission of the fire and safety services.

The course reflects current trends and practices suitable for immediate use by course participants. It features group activities, evening research, role-playing, and in-depth review of highly successful risk intervention strategies. *Strategic Analysis of Community Risk Reduction* examines attitudes and values of senior fire agency executives and their relationship to creative, innovative, and effective fire and injury prevention activities. The course stresses the importance of building coalitions, alliances, and partnerships to accomplish far more than often can be done by a fire department on its own. It provides insights into how to develop important working relationships with other community groups not traditionally viewed in the past as partners. Participants use case study and research methodology in their educational process.

NOTE: *Precourse reading assignments are required. There will be evening sessions.*

Student Selection Criteria: This course is designed for chiefs of departments, heads of major bureaus (e.g., prevention, suppression, training, administration, etc.), State Fire Marshals, and State Directors of Fire Service Training agencies. A limited secondary audience includes senior officials of related groups involved in community safety, including organizational leaders in health care, law enforcement, and injury prevention advocacy bodies. Another target group includes those who are currently working with or who desire to assist local fire, rescue, and emergency medical services departments in establishing or significantly upgrading community risk reduction/injury prevention efforts. **Students enrolled in the EFOP will be given priority. Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections.**

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Community Development, Public Administration, Urban Planning, Emergency

Management, Occupational Health and Safety, or Fire Science.

Postcourse Requirement for EFOP Students:

An Applied Research Project is a required postcourse activity.

Fire Prevention: Technical Curriculum

Fire Inspection Principles (R220)

(This course is physically challenging)

This course is designed to provide the student with the fundamental knowledge, skills, and attitudes to conduct both basic and intermediate-level fire safety inspections. Students will be introduced to various codes and standards in order to develop a working knowledge of their application in the inspection process. Each student should be familiar with the codes and standards in effect in his/her jurisdiction.

Topics addressed in this course include the fire inspector's responsibilities and role in code enforcement, the relationship of fire and codes, general fire prevention practices, inspection competencies, life safety considerations and enforcement, fire safety principles and requirements related to hazardous materials, special hazards of electrical, heating, and cooking equipment and systems, and fire protection systems and equipment.

Student Selection Criteria:

- Individuals whose primary duties are those of a full-time code enforcement inspector with less than 18 months of experience.
- Individuals who have the responsibility to train personnel involved in full-time code enforcement activities.
- Suppression company officers responsible for in-service fire code enforcement activities.

ACE Recommendation: In the lower division baccalaureate/associate degree category or the vocational certificate category, 3 semester hours in Fire Science, Industrial Safety, or Insurance.

NOTE: Special consideration will be given to individuals and departments starting new fire prevention bureaus or preparing an individual as an instructor for a code enforcement training program within their department.

Principles of Fire Protection: Structures and Systems (R222)

(This course is physically challenging)



This course is designed to meet the professional development needs of the advanced fire prevention or code enforcement official. The course provides the advanced knowledge, skills, and attitudes to conduct detailed fire safety inspections, to analyze the level of fire and life safety in buildings, and to understand operating principles, application, acceptance and testing, and inspection of fire protection systems and equipment. Activities in this course are designed to allow completion by students using the codes being enforced in their jurisdiction. This course assumes that students are familiar with the codes and standards in effect in their jurisdictions that relate to fire prevention, building construction, and building mechanical systems.

Topics addressed in this course include understanding the legal environment, plans review, identifying and using resources, dealing with the public, industry, and other agencies, conducting inspections, and the testing, inspection, and maintenance of fire protection systems and equipment. The course combines classroom instruction and a "hands-on" learning approach in the Academy's Fire Protection Systems Laboratories.

NOTE: Students attending this course will be required to complete a precourse assignment that involves reviewing and completing specific parts of a self-study interactive computer CD-ROM that will be mailed to students who are accepted into the course. Students shall be prepared to complete an examination on the first day of class related to the materials covered in the CD-ROM self-study course.

Student Selection Criteria:

- Individuals with primary responsibilities as code enforcement officials or as a fire and life safety inspectors with at least 18 months of full-time enforcement or fire safety inspection experience.
- Individuals presently assigned to a management position in either a code enforcement or fire safety inspection function.
- Individuals in a suppression company who are presently assigned to a lead or supervisory role for fire inspection operations with at least 2 years of experience.
- Individuals preparing for added responsibilities within a code enforcement or fire safety inspection function or organization.

Prerequisites: Three or more years of experience in either a code enforcement or fire safety inspection function; or completion of the Academy's *Fire Inspection Principles* course and 18 months of experience in a code enforcement or fire safety inspection function or equivalent.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Insurance, Investigation, or Inspection.

NOTE: *Fire Inspection Principles (R220) and Principles of Fire Protection: Structures and Systems (R222) can be taken consecutively only if a person has at least 18 months of code enforcement or fire safety inspection field experience. Otherwise, at least 1 year of field experience is required after taking Fire Inspection Principles before admission to Principles of Fire Protection: Structures and Systems.*

Plans Review for Inspectors (R102)

(This course is physically challenging)

This 2-week course will assist the student in verifying that construction documents comply with the applicable fire codes and fire protection

requirements of both building and mechanical codes.

Subjects addressed in the course include review of site plans for emergency apparatus access, water supply, and hydrants for fire protection, review of architectural drawings for construction requirements, means of egress for life safety, and fire-resistive compartmentalization, evaluation of HVAC and smoke control/exhaust systems, evaluation of exit illumination and emergency power supplies, and review and evaluation of fire protection systems focusing on alarm/detection and automatic sprinkler systems.

Student Selection Criteria:

- Individuals who are, or expect to be, responsible for verifying code compliance of construction documents from a fire protection standpoint.
- Individuals recently appointed to manage or administer a plans review function.

NOTE: *Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved, and be signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.*

Prerequisites:

- Working knowledge of local building, mechanical and fire codes.
- Ability to read blueprints and specifications.
- Fire official—completion of *Fire Inspection Principles* and *Principles of Fire Protection: Structures and Systems* (formerly *Fire Prevention Specialist II*) or their equivalent.
- Building official—certified construction official.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Science, Fire Technology, or Fire Engineering; or in the upper division baccalaureate degree category, 3 semester hours in Fire Administration, Human Environmental Science, Architecture, Building, or Interior Design.



Fire Prevention: Public Education Curriculum

Presenting Effective Public Education Programs (R116)

Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. The course is **6 full days** and is designed for public educators who have less than 2 years of public education work, and whose primary responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs. A complete view of new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Part-time public educators and volunteers who might not be able to attend a 2-week course are encouraged to apply.

NOTE: The class will graduate at approximately 3:30 pm. on the sixth day. Bus transportation to Baltimore/Washington International Airport ONLY will be on Saturday morning at 8 am.

Student Selection Criteria:

- Students must have current responsibility for delivering community safety education programs in their community.
- Students will be admitted without previous public education experience, or up to a maximum of 2 years of public education experience. Those students who are currently delivering public education programs and have more than 2 years of experience will be admitted on a space-available basis.

NOTE: Five slots in each class are reserved for students who work as public educators in the field of Emergency Medical Services, public health education, burn prevention, or injury prevention. If these slots are not filled, then students in fire-related organizations will be admitted.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, Fire Science, or Educational Methods.

Developing Fire and Life Safety Strategies (R352)

Developing Fire and Life Safety Strategies emphasizes the development process and analytical skills necessary to critique and select appropriate educational materials. Examining the latest strategies for developing and promoting fire and life safety education programs in local communities is the focus of this course. In order to accomplish this, students will be provided with a simulated community. For each critical skill, the simulated community will be used to demonstrate what components are necessary and how to apply these to develop an appropriate fire or life safety education program. Students will be expected to bring information from their own communities to work with in class. Following work with the simulated community, students are expected to apply educational principles to their own communities.

By completing individual activities using their own community data throughout the course, students will have a program plan designed for target high-risk groups in their own community. The program plan will include identified problems, target groups, programmatic solutions, and evaluation techniques. Each step will require written individual output, which will provide information useful in evaluating performance.

In addition to individual activities, the methodology will include 1) extensive role-play activities emphasizing the need for community involvement, 2) lectures and discussions, 3) small and large group work designed to enable students to share experiences and develop contacts, 4) analysis of scenarios or case studies, and 5) analysis of actual public education programs (products).

Student Selection Criteria: Personnel with at least 2 years of experience in fire/life safety education, burn prevention education, or community safety.

Prerequisites: Completion of one public education or instructional methods course, such as *Presenting Effective Public Education Programs* or *Community Education Leadership*, a local or State course such as *Instructor I* or *Public Education I*, or another similar course. This prerequisite course must be reflected on the student's application form.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Adult Education, Fire Science, General Education, Public Health, or Safety Studies.

Community Education Leadership (R343)



Community Education Leadership is designed to provide the essential tools and skills to enhance students' organization's public education function. The course is designed for students who have coordination or total program responsibility for public education in their organization.

The content for *Community Education Leadership* is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their public education and prevention efforts, and for those in larger organizations who are seeking to learn and apply some new methods. Many volunteers who serve on local or State prevention or public education committees have found this course to be extremely useful.

The 2-week *Community Education Leadership* course is divided into four 2-day courses with the ninth day devoted to sharing, reports, and a test. Please be aware that NFA is offering these 2-day programs in various field delivery formats at the same time. **Students who have taken one or more of the 2-day courses in the Direct Delivery program or State Weekend Program will be admitted to the course on a lower priority basis. Students who have taken the 6-day version of this course will not be admitted to this program.**

The following 2-day courses are part of the 2-week *Community Education Leadership* course:

Methods of Enhancing Safety Education (Course I of the 2-week course)

Students determine if community (public) education is valued in their organizations and in their communities. Course content emphasizes three methods for establishing "roots" in community education—leading with personal commitment, determining and improving the organization's role in public education, and enhancing programs through greater community support. At the end of the 2 days, students outline a plan of action encompassing ideas that they have learned in class.

Successful Community Education Planning (Course II of the 2-week course)

Students study methods to identify high-risk target audiences and involve them in local community education. Course content also focuses on methods for selecting the components of effective community education efforts; the target audience, the message, and the medium are defined and practiced. People learn differently, prepare and respond to threats differently, and look for information in different places. Students learn to address the most critical fire and life safety issues for their community through good planning and performance objectives. Students apply the skills necessary to prioritize community problems and hazards, identify future priorities, and evaluate and practice various strategies. As an outcome, students conclude that planning is an essential component of community education.

Maximizing Resources and Markets in Community Education (Course III of the 2-week course)

Students apply funding and resource requirements to a community education program. They develop a program budget that will meet the stated objectives of the budget policy within the funding provided. In addition to developing the beginning of a budget document, students also identify resources and funding strategies for public education. Students learn to design an evaluation plan for a community risk issue and discuss management issues associated with evaluation. A definition and examples of the various levels of evaluation are discussed. Finally, students are given information on how to report and share their results with decisionmakers, funding sources, colleagues, and other persons interested in reducing community risk.

Please be aware that NFA plans to offer these 2-day programs in various field delivery formats.

Students who have taken one or more of the 2-day Community Education Leadership courses in the Direct Delivery format will be admitted to the two-week course on a lower priority.

Community Risk Issues and Prevention Interventions (Course IV of the two-week course)

Through a more in-depth approach, students learn how public education, enforcement, and engineering strategies effectively work together to mitigate community hazards. The course begins with an analysis of community risk problems, followed by activities to guide the students to the realization that the most effective fire and injury prevention strategies are those combining all three interventions.

Student Selection Criteria: Students must be coordinators of their organization's public/community education function. Personnel in small departments and State or local fire organization personnel who serve on prevention committees are ideal candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, or Safety Studies.

Community Education Leadership (R816) Volunteer Incentive Program



Community Education Leadership (VIP course) is designed to provide students from small organizations the essential tools and skills to enhance their organization's public education function. This course is designed for students who coordinate community education in their organization and do this on a volunteer basis. The content for *Community Education Leadership* is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their public education and prevention efforts. Many volunteers who serve on local or State prevention

or public education committees have found this course to be extremely useful.

The 6-day *Community Education Leadership* VIP course is divided into three 2-day courses. Please be aware that NFA plans to offer these 2-day programs in various field delivery formats. **Students who have taken one or more of the 2-day Community Education Leadership courses in the Direct Delivery program will be admitted to the course on a lower priority.**

Three of the four courses in *Community Education Leadership* VIP are the same as those in the 2-week *Community Education Leadership*. The fourth, a prevention course, is offered through NFA's State Weekend Program and Direct Delivery systems. A description of the 6-day course (and the three 2-day courses) follows:

Methods of Enhancing Safety Education (Course I of the 6-day course)

Students determine if community (public) education is valued in their organizations and in their communities. Course content emphasizes three methods for establishing "roots" in community education—leading with personal commitment, determining and improving the organization's role in public education, and enhancing programs through greater community support. At the end of the 2 days, students outline a plan of action, encompassing ideas that they have learned in class.

Successful Community Education Planning (Course II of the 6-day course)

Students study methods to identify high-risk target audiences and involve them in local community education. Course content also focuses on methods for selecting the components of effective community education efforts; the target audience, the message, and the medium are defined and practiced. People learn differently, prepare and respond to threats differently, and look for information in different places. Students learn to address the most critical fire and life safety issues for their community through good planning and performance objectives. Students apply the skills necessary to prioritize community problems and hazards, identify future priorities, and evaluate and practice various strategies. As an outcome, students conclude that planning is an essential component of community education.

Maximizing Resources and Markets in Community Education (Course III of the 6-day course)

Students apply funding and resource requirements to a community education program. They develop a program budget that will meet the stated objectives of the budget policy within the funding provided. In addition to developing the beginning of a budget document, students also identify resources and funding strategies for public education. Students learn to design an evaluation plan for a community risk issue and discuss management issues associated with evaluation. A definition and examples of the various levels of evaluation are discussed. Finally, students are given information on how to report and share their results with decisionmakers, funding sources, colleagues, and other persons interested in reducing community risk.

Student Selection Criteria: Coordinators of public education function. Personnel in small departments, State or local fire organization personnel who serve on prevention committees, and volunteers who do public education work are ideal candidates.

NOTE: Students who have taken the 2-week *Community Education Leadership* course will not be allowed to enroll in the *Community Education Leadership VIP* course. Students who have taken one or more of the 2-day *Community Education Leadership* courses in another delivery system will be placed on a lower admission priority.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, or Safety Studies.

Discovering the Road to High-Risk Audiences (R119)



This new 2-week course was designed and developed in partnership between the United States Fire Administration (USFA) and the National Fire Protection Association's Center for High-Risk Outreach. The course takes an in-depth focus on each of the major public

audiences that are most at-risk from fire according to the USFA's National Fire Data Center. Topics include the impact of social and economic diversity on the fire problem; fire and life safety for people challenged with disabilities; the aging process and fire risk; and the effect of fire on very young children.

The class is taught from a community-based "down-home" perspective. Each high-risk audience is analyzed for what makes the audience vulnerable, solutions are discussed for reaching each group, and program planning needs address several issues at local levels. Some of the most powerful and emotional messages are delivered through videos and interactive class learning activities. Both inner-city and rural audiences and settings are woven through the course.

The course uses a variety of evaluation methods, including small group learning, as well as exercises and case studies at the end of each section. There is a precourse assignment and evening class assignments.

Student Selection Criteria: Personnel who have responsibility for public fire and life safety education in their departments, and who have more than 1 year in this functional area.

Prerequisites: One prerequisite course in safety education sponsored by the NFA, State, or local fire organizations. NFA's *Community Education Leadership* and *Developing Fire and Life Safety Strategies* are excellent courses. The prerequisite course must be noted on the application form in Block #10.

ACE Recommendation: ACE has not reviewed this course.

Training Programs Curriculum

Fire Service Course Design (R114)

Fire Service Course Design teaches fire/rescue personnel and allied professionals how to design courses to be used by other instructors. Students identify a training need within their organization as a precourse assignment. During the class, they apply course principles to create the design of a

training program meeting this or the identified (from the precourse assignment) training need for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a task analysis, establish goals and objectives, design an evaluation plan, determine instructional methods and activities to be used, and plan for media and instructional materials. To complete this course successfully, the final design of the student's training package must be submitted for evaluation within 6 months following attendance at the Academy. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" in the beginning of this catalog for an explanation of the consequences.

The course also exposes students to state-of-the-art technologies, including tours of on-campus NFA labs.

Student Selection Criteria: Personnel with course design and development responsibilities.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology*, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the student's application.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Education, Public Service Programs, or Fire Science.

Training Program Management (R342)

Note: Students who have successfully completed NFA's *Challenges for Local Training Officers* will not be admitted into *Training Program Management*.

Training Program Management is designed to provide training officers with the essential tools and skills to lead and manage a training function in a local fire/EMS organization. It is not

designed to enhance development or presentation skills, nor is it related to the public education function. The target audience consists of those persons who have management and supervisory responsibility for the organization's training function. The training function typically includes responsibilities for obtaining and managing personnel, fiscal and facility management, program planning, and delivery. These persons coordinate a training schedule and manage training records. They also are responsible for recruiting and evaluating instructors and evaluating training impact.

Course content focuses on the job responsibilities as listed above. In addition, training liability and training technology are featured. With a hands-on approach, students explore numerous training technologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, and library research and reports.

Student Selection Criteria: Students must have current responsibility for their organization's training function.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology* or current *Fire Service Course Design*, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the student's application.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Education, Public Administration, Fire Service Management or Human Resource Management, Vocational/Technical Education, or Education Administration.

Challenges for Local Training Officers (R815) Volunteer Incentive Program

Note: Students who have taken NFA's *Training Program Management* are not eligible for this class.

Challenges for Local Training Officers is a 6-day course designed to provide students with the essential tools and skills to coordinate training in a small local fire/EMS organization. The target audience consists of those persons who have responsibility for the training in their organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a nearby larger city or State training function. Course content deals with a variety of training challenges facing the local training officer, including dealing with personnel, program planning, delivery, training liability, etc. The course requirements including class activities, homework, two examinations and a small individual project.

Student Selection Criteria: Students must have current responsibility for their organization's training function.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Education, Public Administration, Fire Science, Emergency Medical Services, Management, or Human Resource Management.

Emergency Response to Terrorism Curriculum

A new curriculum is being developed as a result of expert and customer input on the need to prepare the Nation's first responders, because they are the first to arrive on a terrorism incident scene. Funding support from the Bureau of Justice Assistance (BJA) is allowing NFA to accelerate the development and delivery of these courses. Additional courses with descriptions can be found under the section Distance Delivery Courses and Programs "Self Study" and "Off-campus Direct Delivery."

Emergency Response to Terrorism: Incident Management (ERT:IM) (R817) Volunteer Incentive Program

The focus of this 6-day course will be on fire service response to terrorism from an incident management approach, especially in dealing with the areas of biological, nuclear, incendiary, chemical, and explosive (B-NICE) attacks. This is an advanced-level course that presumes a working knowledge of the Incident Command System and deals with issues such as recognizing a terrorist incident, preservation of evidence, planning and intelligence, Federal response and Unified Command, hazardous materials and emergency medical services response, operations, and scene control, termination, and recovery. It uses complex simulation activities as well as case studies to allow learners to apply skills and knowledge that will assist them greatly in beginning to prepare their own communities for emergency response to terrorist action.

This course is offered through a variety of programs. **Please note that each program has a different course code.** They are the Volunteer Incentive Program (R817), the Regional Delivery Program (N817), and off-campus through grant funding (O817).

Target Audience: Personnel with incident command responsibility in the fire service, including allied professionals, such as police, military, or personnel from other government agencies who need to understand the fire service perspectives on incident management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Criminal Justice, Fire Science, Political Science, Public Administration, Emergency Management, or Sociology.

Distance Delivery Courses and Programs

Self-Study Courses

Emergency Response to Terrorism: Self-Study (ERT:SS) (Q534)

This course is a self-paced, paper-based document and is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. Students who successfully complete the exam will be eligible for a FEMA/BJA certificate of completion.

Target Audience: Fire, emergency medical, hazmat, incident command and law enforcement responders.

ACE Recommendation: ACE has not reviewed this course.

NOTE: One can request a copy of ERT:SS through USFA Publications at (800) 238-3358, ext. 1189 or (301) 447-1189. It also can be downloaded or requests for copies can be made from the USFA's Web site:

http://www.usfa.fema.gov/nfa/tr_ertss

Fire Service Supervision: Self-Study (Q318)

This 13-hour self-study course aims to give supervisors in the fire service some fundamental notions and attitudes on stress management, time management, interpersonal communications, motivation, counseling, conflict resolution, and group dynamics. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively

with the content, not just read the text from cover to cover and take a final exam.

The 232-page course is Internet-based and is available through the USFA Web site. Upon completion of the course, any student wishing to obtain a National Fire Academy (NFA) Certificate of Completion will need to log on to the Internet and successfully pass a final exam. Upon passing the exam, the student will receive a certificate of completion from the NFA.

Students electing to take this course must first enroll in the NFA Independent Study Program at www.usfa.fema.gov/nfacbt.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Personnel or Human Resources Management, Business or Public Administration, Behavioral Science, Fire Science, Fire Administration, Law Enforcement, or Criminal Justice.

Self-Study Course for Community Safety Educators (Q118)

NFA is currently in the process of developing a new Self-Study Course for Community Safety Educators. The course teaches how to do a better job of planning, implementing, and evaluating fire and life safety programs, particularly in working with various people and organizations within the community and in the student's organization.

The course provides some great tips and techniques on a variety of topics, such as methods for locating partners to assist with safety education, or techniques for locating

resources for your safety programs. Students are tested through a multiple-choice exam and will receive a certificate upon successful completion of the exam.

The announcement of the release of this self-study course will be made through the USFA's Internet home page, <http://www.usfa.fema.gov>.

Emergency Response to Terrorism: Job Aid (ERT:JA)

NFA is pleased to announce the completion and release of the Emergency Response to Terrorism: Job Aid (ERT:JA) designed and produced through a joint partnership of FEMA, USFA, and the Department of Justice/Office of Justice Programs. The document is intended to support, not replace, the training messages of the ERT curriculum. It is not a training manual, but a "memory jogger" for those who have completed the appropriate level of training.

The Job Aid is divided into five primary sections that are tabbed and color coded for rapid access of information: Introduction, Operations Considerations, Incident-Specific Actions, Agency-Related Issues, and Glossary.

The ERT:JA is sized to fit into coverall or work jacket pocket, or the glove compartment or center console of response vehicles. Other user-friendly features include weather resistant, thin plastic pages; ability to turn the pages with gloved hands; ability to write on the pages with dry markers or to permanently inscribe contact information with indelible markers; and written in simple language and recognizable terms.

Copies may be ordered from the Government Printing Office (GPO). The contact person at GPO is Alan Ptak or Jim Cameron at (202) 512-1709, or email: Aptak@gpo.gov

The cost is approximately \$6.50 depending on quantity ordered and shipping. States and other organizations are encouraged to use grant funds to purchase the Job Aid. If you have questions on technical content, contact the USFA Counter-Terrorism Program Manager at (301) 447-1533.

CD-ROM Courses

Fire Safe Building Design for Architects and Designers



This is a self-contained CD-ROM course in NFA's Fire Prevention: Technical Curriculum. It provides an overview of design principles for architects and designers that can be used to prevent and control fires in the built environment, while also providing background in life safety considerations for protecting occupants.

A highly interactive, self-paced, and self-directed package, this course is designed to serve both as a learning tool and as a job aid for new architects and architecture interns. It combines graphics, text, narration, animation, and video to engage the student and to promote implied learning objectives.

Though not targeted at a fire service audience, this course may be made available to fire service personnel, working with architects in their communities.

Due to a limited number of CD's available, only requests from architectural designers, architectural students, and fire service personnel who work with architects will be accepted at this time.

Order free of charge through the USFA Publication Center at

www.usfa.fema.gov/usfapubs

Principles Of Building Construction: Combustible (PBC:C) (H104)

(12-16 hours in length)

Principles Of Building Construction: Noncombustible (PBC:NC) (H103)

(12-16 hours in length)

Both of these handoff courses have been revised completely and formerly were known as *Building Construction for Fire Suppression Forces*, *Principles of Wood and Ordinary*

Construction and Principles of Noncombustible and Fire Resistive Construction. These courses are designed to provide a basic understanding of how the construction type, alternative design, and materials influence a building's reaction to fire. These courses will provide recognition of relevant information about a building before a fire, as well as fireground "reading" of the building that will provide the ability to assess building stability, resistance to fire, and determine likely paths of fire extension. Both courses address the professional development of a broad range of fire department positions that include firefighters who meet the qualifications for Firefighter III, company-level officers, training officers or instructors, safety officers, and code enforcement personnel.

These courses address the professional competency related to building construction noted in National Fire Protection Association (NFPA) 1001 for Firefighters, NFPA 1021 for Fire Officers, and NFPA 1031 for Fire Inspectors. The course package contains an instructor guide, student manual, examination questions, slides, and videotape in CD computer format. These course can be obtained free by contacting the United States Fire Administration's (USFA) Publications Center at www.usfa.fema.gov/usfapubs.

NOTE: Due to a limited number of CD's available, only department fire chiefs', or training officers' requests will be accepted at this time.

Technical Principles and Practices of Fire Prevention (TPFP)

(48 hours in length)

This handoff course provides an introduction to fire inspection principles and practices illustrating the complexity of today's building design and systems and their potential impact on life safety, the environment, and property protection. The course provides a broad framework for the individual who has little or no experience in conducting fire inspections. The course helps the new inspector to understand the scope of knowledge required and to identify the various steps in the inspection process.

This is the second handoff course in the series for fire inspectors. The first course, *Introduction*

to Fire Inspection Principles and Practices, available from the National Technical Information Service (NTIS), laid the foundation for the inspection process. This course deals with the inspection of specific occupancies, focusing on the critical elements that must be part of a thorough, systematic inspection process for each type of occupancy.

NOTE: It is highly recommended that the first course titled *Introduction to Fire Inspection Principles and Practices* be completed first before taking this course. Many of the basic principles covered in that course also will be applied to the various occupancies in this new second course. It is assumed that the student is aware of those principles.

The primary audience is firefighting company personnel who have the responsibility for conducting fire and life safety inspections, personnel who have the responsibility of training firefighters, and full-time inspection personnel with less than 6 months of experience. This course addresses the professional competency related to Fire Inspection Level I noted in NFPA Standard 1031. This course is available free in computer CD format and can be obtained by contacting the USF Publications Center at www.usfa.fema.gov/usfapubs.

Testing and Evaluation of Water Supplies for Fire Protection

(Self-study CD-ROM course; 6 hours in length)

This is a new self-study interactive CD-ROM computer-based course in the Fire Prevention: Technical Curriculum. The course not only offers the opportunity to understand the testing and evaluation of water supplies, but also provides reference resources, and several printable graph forms. The course covers the following areas: testing and evaluation of available water supplies for water supply systems; on-site storage systems; and rural areas not served by a water supply; determining water supply for automatic sprinklers, standpipe systems, and for fire suppression activities. Also included is a mastery test. The course emphasizes decisionmaking, predictions, and responses by students consistent with the course materials presented. Students can perform

and/or reinforce previously learned skills, concepts, and behaviors. The course is interactive, self-paced, and self-directed and combines graphics, text, narration, animation, and video to promote implied learning objectives. The primary audience is fire suppression and training officers and code enforcement officials. This course addresses the professional competency related to Firefighter II for NFPA 1001, Fire Officers for NFPA 1021, Fire Inspector, Plans Examiner for NFPA 1031, and Training Officers for NFPA 1041, related to determining available fire flows for fire protection. Order free of charge through the USFA Publications Center at

www.usfa.fema.gov/usfapubs.

Incident Command System (ICS) CD-Rom

This self-paced course introduces ICS to fire service officers and other emergency managers, who use, deploy, implement, and/or function within an incident command organization. The interactive depictions of scenarios provide the student with practical applications of the ICS concept. This self-paced course addresses some of the issues described in NFPA Standard 1561. Students do not receive a certificate for completion of this program. **Order free of charge through the USFA publications Center at www.usfa.fema.gov/usfapubs**.

Incident Command and Control Simulations Series

This is a series of self-contained CD-ROM computer based training programs in NFA's Emergency Incident Policy and Analysis curriculum. Beginning with the Tutorial CD, this series provides an overview of ICS, incident priorities, and decisionmaking criteria. The simulation CD's are designed to provide challenges to the newly appointed, inexperienced fire officer and the experienced senior officer alike.

The CD-ROM series was developed as an interactive and self-paced course, designed to serve as a learning tool and promote cue-based decisionmaking.

Components of the Series:

1. **Tutorial:** It is a prerequisite that the student successfully complete this element before progressing on in the program. This CD provides the student with an overview of basic strategy and tactics, and addresses the command skills that officers need to understand and effectively use. (No certificate will be issued for this program.)
2. **Ranch House Fire:** This simulation involves a scenario depicting a single-story, single-family dwelling and presents the student with a "room-and-contents" fire and basic rescue problem.
3. **Townhouse Fire:** The student is presented with a little more complex fire and rescue problem in this simulation. One that might be found commonly in a townhouse, row house, garden apartment, or condominium.
4. **Mansion Fire:** A simulation depicting a very large, multistory, single-family dwelling presenting fire spread and ventilation issues and a more complex rescue scenario. Due to the resource intensity of this incident, the student is given a second alarm assignment.
5. **Casper Hall Dorm:** The student is presented with a fire in a six-story college dormitory. This is an occupied building of ordinary construction that presents a severe rescue problem, in addition to some ventilation and confinement challenges.
6. **Strip Mall Hostage/Arson Fire:** This scenario exposes the student to Unified Command with some unique considerations. Initially it is a police problem and fire assumes a secondary role. After the situation is stabilized, fire assumes a lead role. Many of the considerations and actions are not encountered in day-to-day operations.

Testing/Certification: Each CD-ROM (except the Tutorial) includes a test that the student must complete successfully in order to receive an NFA certificate. We are in the process of developing a database to capture and record the scores and other pertinent student information. However, at present

this will have to be done in a paper-based format. For a student to receive a NFA certificate:

1. The student must complete the individual program successfully.
2. The Fire Chief or Training Officer will develop and sign a roster which includes:
 - a. Students name, rank, and social security number.
 - b. Score and title of program completed, i.e., Ranch House 87%.
 - c. A completed 75-5a, application form for each student on the roster.
3. Mail this information to the NETC Admissions Office:

National Emergency Training Center
Office of Admissions
Attn: Mary Bare, Bldg I-212
16825 South Seton Avenue
Emmitsburg, MD 21727
4. Once processed, the student will receive a NFA certificate for each program successfully completed.

How to Obtain CD-ROM Programs: Order free of charge through the UFSA Publications Center at www.usfa.fema.gov/usfapubs. Quantities are limited to 1 per individual and 10 for fire and rescue departments.

Computer Conferencing Course

Emergency Medical Services Administration for Volunteers (U153)

This computer conferencing course is designed to provide training on the most critical skills for first-line managers of volunteer EMS operations. This course will use an innovative instructional technology that requires the students to practice and demonstrate such skills with one another, via the Internet. Through an online seminar and readings, students will learn about those basic management principles that apply directly to management of volunteer EMS. Students will participate from their homes or departments, and interact with the instructor and with other students by reading and posting messages and assignments through the World Wide Web, at the

NFA Internet-Based Training Web page. (Because of widely varying time zones and student work schedules, no specific online session times are required.) The course will be completed over a nine-week period.

Student Selection Criteria: This course is intended for EMS managers and those who may assume such responsibility. Though primarily directed at volunteer EMS organizations within the fire service, EMS managers from combined, career, and separate service organizations also may benefit.

Prerequisite: Students must be well versed in accessing and navigating the Web, since no technical support is available from the Academy or the Instructor. Class size will be kept small to allow for regular posting and exchange of messages by participants and the instructor.

Minimum hardware and software platforms required:

- Greater than or equal to a 486 CPU with 66 MHz processor on a Windows[®] 95 platform, or Macintosh with System 7.1 or later;
- 16 MB of RAM;
- 28.8 Kbps modem;
- 4X CD-ROM Drive;
- Internet access (including e-mail and WWW access) through an Internet Service Provider (ISP);
- Display supporting 256 colors or greater;
- A currently supported version (not a BETA test version) of one of these Web browsers: Netscape Navigator 3.x, Netscape Communicator, Microsoft Internet Explorer 3.x or 4.x, or AOL Internet Explorer 3.0. All of these are Java-enabled and support JavaScript 1.1 and plug-ins for Adobe Acrobat. (Older browsers will not support the interactivity that will be required in the course); and
- Experience sending/receiving e-mail and exploring the Web.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Service, Health Care Administration, Emergency Medical Services, or Community Health Care Administration.

Regional Delivery Program

The Regional Delivery Program was developed because of limited space at the Emmitsburg campus. The Regional Delivery Program provides fire service and allied professionals the opportunity to attend NFA resident courses within their geographical region. Regional Delivery courses mirror 1- and 2-week courses normally taught at NFA's resident facility. Although minor modifications sometimes are required, basic course content and materials are the same as on-campus courses. The NFA provides two instructors per course, paralleling on-campus delivery, plus all training materials.

The NFA's Training Resources and Data Exchange (TRADE) network is the mechanism through which the Regional Delivery Program is coordinated and implemented. TRADE members consist of State- and local-level training and education administrators who are in an excellent position to determine the training needs of fire service personnel in their regions and throughout the United States.

TRADE sponsors the course deliveries, and local hosts select and coordinate training facilities, arrange for support, provide instructional equipment, secure student housing and meals, and provide onsite administrative support. Students are responsible for costs associated with individual travel, lodging, and meals. However, NFA provides a partial stipend to eligible students to help offset travel and/or lodging expenses.

The following courses are currently available through Regional Delivery. Course descriptions can be found as indicated by the page number listed.

- *Command and Control of Incident Operations* (N831). See page 34.
- *Challenges for Local Training Officers* (N815). See page 48.
- *Community Education Leadership* (N816). See page 45.
- *Emergency Response to Terrorism: Incident Management* (N817). See page 48.
- *Fire Cause Determination for Company Officers* (N811). See page 38.
- *Fire Inspection Principles* (N220). See page 41.

- *Fire Service Planning Concepts for the 21st Century* (N802). See page 35.
- *Hazardous Materials Incident Management* (N814). See page 36.

Course numbers listed in other sections of the catalog may differ from those listed here because these designate Regional Delivery. **When applying for a Regional Delivery course, please note on the application that the course being applied for is a Regional Delivery, and list the course dates, location, and the correct Regional Delivery course code.**

Information concerning application procedures, courses, dates, and locations of deliveries within the Regions is disseminated through the regional TRADE network, or can be obtained from the Regional Delivery Program Manager at (800) 238-3358, ext. 1128, or (301) 447-1128.

Off-Campus Hazardous Materials Course Delivery

The NFA offers support for off-campus deliveries of *Chemistry of Hazardous Materials* (O234), *Hazardous Materials Operating Site Practices* (O229), and *Hazardous Materials Incident Management* (O243) through State and local fire training systems. For full delivery support, these courses must be administered using either Superfund Amendments and Reauthorization Act (SARA) Title III or Hazardous Materials Emergency Planning (HMEP), formerly HMTA and HMTUSA, funds. Other funding may be used; however, certain restrictions may apply.

NFA provides:

- student manuals for each course (full support if SARA Title III or HMEP funding is used, one master copy if other funding is used);
- audiovisual support materials (videotapes and/or slides);
- paperwork support materials, including rosters, tests, and answer keys; and
- NFA certification for successfully completed courses.

The sponsoring agency is responsible for all other costs associated with the delivery:

- contracting two instructors from NFA's qualified list;
- obtaining the necessary *Fire Chem I* books and tapes (for *Chemistry of Hazardous Materials* course only);
- site administration and support, before, during, and after delivery; and
- all return shipping costs.

In addition to these items, there are other requirements for each course.

Course descriptions for *Hazardous Materials Operating Site Practices* and *Hazardous Materials Incident Management* can be found in the Hazardous Materials Curriculum section of this catalog.

Chemistry of Hazardous Materials (O234)

This course focuses on the basic knowledge required to evaluate the potential hazards and behaviors of materials considered hazardous. It examines the reasons for the chemical behavior of hazardous materials and is designed to improve decisionmaking, safety operations, and handling.

Units of the course include the Periodic Table, placards and labels, salts, nonsalts and the hydrocarbon family, hydrocarbon derivatives, physical process of combustion, and fuel quantity. An understanding of basic chemistry is helpful to receive maximum benefit from the course.

Student Selection Criteria: Emergency response personnel who have responsibility for analysis, management, and/or tactical response to hazardous materials incidents; and fire prevention inspection, where knowledge of the chemical behavior of hazardous materials is essential.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in Fire Science, Fire Technology, Chemistry, General Science, or Physical Science.

For further information on this delivery program, please contact the Program Coordinator at: (800) 238-3358, ext. 1411, or (301) 447-1411.

For information on the SARA Title III or HMEP funding in your State, please contact your State Fire Training Director or State Emergency Response Commission.

Off-Campus Direct Delivery

A strong partnership exists between NFA and State and local Fire Training Systems to advance the professional development of fire service personnel. This partnership has resulted in the ongoing development and delivery of the Academy's distance delivery curriculum.

Many volunteer and career fire service personnel cannot take time to attend resident programs, so these direct delivery courses, most of which are 2-days in length, provide training opportunities within the State and local communities. Courses are selected and cosponsored jointly by NFA and State and local fire training systems. States have the option of electing to use some/all direct deliveries as Train-the-Trainer Programs. Course materials will be handed off in digital form to the State Training Systems hosting Train-the-Trainer deliveries.

How to Apply

Each year, State Fire Training Systems select Academy courses to be delivered in their States. Interested fire service personnel should contact the State Fire Training System for information on specific offerings. These offices are listed in the State Fire Service Training System section of this catalog.

For specific information regarding which Academy field courses will be offered, course locations, dates, registration, and application procedures, applicants should contact the State Fire Service Training System, which is solely responsible for all admission procedures regarding NFA courses delivered in their State.

For further information on these courses, contact the Direct Delivery Program Manager at (800) 238-3358, ext. 1301, or (301) 447-1301.

NOTE: The courses offered for the State Weekend Program are identical to those offered through the off-campus direct delivery program. The same instructors used for off-campus, nationwide deliveries teach the courses for both deliveries. The curriculum covers a variety of

subjects, including fire/injury prevention, public education, company tactical operations, incident command, health and safety, hazardous materials, and leadership, among others.

State Weekend Program (On-Campus Direct Delivery)

State Weekend Programs are offered at NFA as an educational opportunity for fire and rescue personnel from specific States to attend 2-day courses. The State Weekend Program strengthens a State's fire service community through education, personal networking, and a shared collegial experience. The State Weekend Program offers students an opportunity to grow professionally through a quality educational experience and to increase their knowledge and skills to provide a safe and effective response to their communities.

State fire training agencies sponsor the weekends in cooperation with NFA. The State agency selects the courses and recruits and enrolls the students according to established student selection criteria. The NFA hosts the weekend and provides the instruction and course materials. This program provides a unique opportunity for NFA and State fire training agencies to collaborate in the delivery of a quality training program.

Course materials are provided at no cost to participants. Lodging is provided at no cost to representatives of career or volunteer departments and State/local governments. Meal costs and transportation expenses are the responsibility of the individual participants or the sponsoring agencies.

How to Apply

This program is targeted for fire service personnel with a minimum of 3 years of experience. Those interested in attending a State Weekend Program at the Academy should contact their State Fire Service Training System. Participating State systems have information on course content, transportation, and registration requirements.

For general State Weekend Program information, contact the State Weekend Program Manager at (800) 238-3358, ext. 1301, or (301) 447-1301.

The following courses are available through both the Direct Delivery and State Weekend programs.

Methods of Enhancing Safety Education (MESE) (F344)



This 2-day course is designed for those who coordinate or assist their organization in public education. The course does not teach people how to deliver safety programs; rather it supports efforts to enhance safety education in their organizations and in their communities. Content is ideal for students from smaller or volunteer organizations who wish to enhance their public education and prevention efforts. Students will outline ideas and plans that they would like to apply when they return home. Students who take this 2-day program will be able to determine if public education is valued in their organizations and in their communities. Course content emphasizes three simple methods for establishing "roots" in public fire and life safety education:

- personal commitment to public education;
- determining and improving the organization's role in public education; and
- enhancing programs through greater community support.

Target Audience:

- Those who serve on local or State prevention or public education committees.
- Fire suppression personnel or volunteer firefighters who coordinate public education.
- Volunteer firefighters who wear many "hats," including public education.
- EMS personnel who coordinate programs such as basic life support.
- Community volunteers wishing to enhance fire and life safety efforts.
- Local schoolteachers who teach safety topics.
- Citizens who desire a more active role in safety education.
- Community health educators.
- Part-time or full-time public fire educators.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Administration, Fire Prevention, or Fire Science.

Community Risk Issues and Prevention Interventions (CRIPI) (F347)



This 2-day course is designed for students who work in the field of prevention. Students learn a basic overview of the "three Es" of prevention—education, engineering, and enforcement. The course concludes that the most effective way to combat community risk issues is to develop strategies that use all "three E's." The course is designed to provide the motivation and leadership for local organizations to enhance their prevention efforts.

Course content includes

- evaluation of the types and levels of community prevention;
- how injuries, fires, and burns can be prevented;
- strategies and countermeasures to help people understand the injury, fire, or burn event and reduce the loss; and
- prevention approaches—behavior changes, legislation, and enforcement and engineering.

Target Audience:

- Prevention personnel in local organizations.
- Persons serving on local or State prevention committees.
- Fire marshals, inspectors, and public educators.
- Career and volunteer firefighters who have prevention responsibilities.
- EMS personnel who coordinate community life-support programs.
- Community volunteers wishing to enhance fire and life safety efforts.
- Community health educators.
- Part-time or full-time public educators.

ACE Recommendation: In the vocational certificate category or lower division

baccalaureate/associate degree category, 1 semester hour in Public Administration.

Executive Skills Series: Influencing (ESS:I) (F518)

Influencing is considered a critical leadership skill, particularly at the executive level. This 2-day course will examine how leaders successfully influence others to accomplish common goals. Formally planning to influence others will be a primary discussion area within the course. Case studies of executives influencing others will be analyzed to illustrate the challenges and opportunities associated with complex situations in the public sector. This course is for senior officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" fire departments.

Selection Priority: Sponsoring organizations should require documentation of rank/function to ensure student selection criteria are maintained.

ACE Recommendation: In the upper division baccalaureate degree category, 1 semester hour in Business Administration, Fire Science Administration, or Public Administration.

Executive Skills Series: Managing and Leading Change (ESS:MLC) (F517)

In this 2-day course, students will be introduced to a four-step model for managing change effectively. These activities include analysis, planning, implementation, and evaluation. The same model will be used to examine the executive role of leading change. A variety of activities and simulations will apply theories to contemporary issues that executive officers experience daily. This course is for senior fire officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" departments.

Selection Priority: Sponsoring organizations should require documentation of rank/functions to ensure student selection criteria are maintained.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Management.

Leadership I: Strategies for Company Success (LS-I) (F803)

This 2-day course presents the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course includes techniques and approaches to problem-solving, ways to identify and assess the needs of the company officer's subordinates, methods for running meetings effectively in the fire service environment, and decisionmaking skills for the company officer.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, or Emergency Medical Services.

Leadership II: Strategies for Personal Success (LS-II) (F804)

This 2-day course provides the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course addresses ethics, use and abuse of power at the company officer level, creativity in the fire service

environment, and management of the multiple roles of the company officer.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, or Emergency Medical Services.

Leadership III: Strategies for Supervisory Success (LS-III) (F805)

This 2-day course provides the company officer with the basic leadership skills and tools to perform effectively in the fire service environment. The course covers when and how to delegate to subordinates, assess personal leadership styles through situational leadership, discipline subordinates, and apply coaching/motivating techniques.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, or Emergency Medical Services.

Managing Company Tactical Operations: Tactics (MCTO:T) (F451)

This in-depth 2-day course examines fire and rescue practices dealing with confinement, extinguishment, water supply, salvage, and offensive and defensive

firefighting operations. This course concludes with a major fire simulation activity.

NOTE: The MCTO course deals with operational issues related to buildings up to three stories in height. Various types of occupancies will be included within this framework; however, buildings taller than three stories will not be covered.

Target Audience:

- Company officers or senior firefighters responsible for the management of a single fire company during fireground operations (NFPA 1021, *Standard for Fire Officer Professional Qualifications*, Levels I and II).
- Senior firefighters who may at times assume the responsibilities of the company officer (NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, Level II).

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Technology or Administration.

Basic Life Support and Hazardous Materials Response (BLS&HMR) (F246)

This 2-day course will emphasize critical concerns for emergency medical responders at hazardous materials incidents. Elements of this course include safety issues for emergency medical service/hazardous materials response, managing contaminated victims requiring emergency medical assistance, decontamination and treatment procedures of a basic life support nature, and transportation and receiving facilities. The course will assist the student in understanding and complying with Federal regulations and national recommendations concerning emergency medical response to hazardous materials incidents.

Target Audience: Fire and emergency medical personnel who have a responsibility for managing basic life support (operations level) emergency medical care at hazardous materials incidents.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Science, Public Administration, Community Health, or Emergency Medical Services.

Incident Safety Officer (ISO) (F719)

This 2-day course examines the Safety Officer's role at emergency responses. A specific focus on operations within an Incident Command System (ICS) as a Safety Officer is a main theme. Response to all-hazards types of situations will be emphasized.

Target Audience: Individuals who have a Safety Officer responsibility at emergency operation situations. Persons attending this course should have a working knowledge of the ICS, as taught by NFA, building construction principles, hazardous materials management, applicable NFPA guidelines, and Federal regulations.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Occupational Health and Safety or Fire Science.

Health and Safety Officer (HSO) (F720)

This 2-day course examines the Health and Safety Officer's role in identifying, evaluating, and implementing policy and procedures that affect health and safety aspects for emergency responders. Risk analysis, wellness and other occupational safety issues will be the main emphasis of this course.

Target Audience: Individuals who have department-level health and safety responsibilities. Persons attending this course should have a working knowledge of the Incident Command System, as taught by NFA, applicable NFPA and OSHA requirements and recommendations, and responsibility for setting policy for the department on such issues.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 1 semester hour in Occupational Health and Safety or Fire Science.

Incident Command System for Emergency Medical Services (ICS/EMS) (F160)

In this course, students will be introduced to the concepts of EMS-specific incident command through lecture and guided discussion. They will use

scenarios, case studies, graphics, audiovisuals and role-play to demonstrate understanding of the concepts.

Target Audience: Emergency response personnel who, as a part of their regular duties, respond to small- to medium-sized emergency medical incidents requiring scene management skills. Students' responsibilities can range from first responder to field operations chief.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Fire Administration.

Arson Detection for the First Responder (ADFR) (F201)

This 2-day course is designed specifically to provide a clear definition of the role of initial responder organizations, and to provide essential knowledge to enable them to recognize the potential of an intentionally set fire, preserve evidence, and properly report the information to appropriate officials. The course includes the following basic topics: fire behavior, critical observations of the first responder, fire cause, scene security and evidence preservation, legal considerations, and how to report findings properly to appropriate officials.

Target Audience: This training course is designed specifically for the firefighter who is inexperienced in arson detection and the preservation of evidence at the fire scene. It is not designed for the arson-experienced firefighter or investigator.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Criminology, Criminal Justice, or Law Enforcement.

Emergency Response to Terrorism: Basic Concepts (ERT:BC) (F531)



This 2-day course is designed to prepare first-responder personnel to take the appropriate course of action at the scene of a potential terrorist incident. The course will provide students with a general understanding and recognition of terrorism, defensive considerations (biological, nuclear, incendiary,

chemical, and explosive), as well as command and control issues associated with criminal incidents. When an incident occurs, the student will be able to recognize and implement self-protective measures, secure the scene, complete appropriate notifications to local, State, and Federal authorities, and assist in completing a smooth transition from emergency to recovery and termination operations.

Target Audience: The primary target audience for this training includes hazardous materials, fire, and emergency medical services first responder personnel. The secondary audience includes law enforcement personnel, emergency communications personnel, jurisdiction emergency coordinators, public works managers, and public health providers.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in AAS - Fire Science or EMS Technologies.

Emergency Response to Terrorism: Tactical Considerations (ERT:TC) Courses

ERT:TC--Company Officer (ERT:TC--CO) (F552)

This 2-day course is designed to build upon the existing skills of the initial first-responding supervisor from the *Emergency Response to Terrorism: Basic Concepts* course or *Emergency Response to Terrorism: Self-Study* guide. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions.

Target Audience: Anyone who could serve as the first on-the-scene officer in a hazardous materials or emergency medical services incident. Must have a working knowledge of the Incident Command System (ICS). Students will not be taught ICS but will be expected to use ICS during class activities.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Medical Services.

ERT:TC-- Emergency Medical Services (ERT:TC--EMS) (F554)



This 2-day course is designed for the first on-the-scene responding EMS personnel with the responsibility to render patient care to victims of terrorist incidents. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding to a terrorist event, providing patient care, identifying and preserving evidence, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene emergency medical services personnel, who could be career and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other Government agencies. **Note:** The medical protocols for rendering patient care are at the Advanced Life Support (ALS) level.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Medical Services.

ERT:TC--Hazardous Materials (ERT:TC--HM) (F553)

This 2-day course is designed for the first on-the-scene responding hazardous materials technician or persons who have the responsibility of developing initial hazardous materials tactical considerations. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding to a terrorist event, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene hazardous materials technician-level personnel, who could be career and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other

Government agencies with hazardous materials responsibility.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Science, Emergency Medical Services, or Environmental Studies.

Incident Command Systems for Structural Collapse Incidents (ICSSCI) (F322)

This 2-day course is designed to provide fire officers with an understanding of command operations at structural collapse incidents. Students completing this course will be able to:

- describe the aspects of a structural collapse;
- explain basic command procedures and ICS organizational structure;
- identify various resource levels, types, and capabilities used for structural collapse incidents;
- identify critical factors and issues that affect scene management;
- describe all unique operational considerations used at a structural collapse incident;
- describe all response operations phases associated with a structural collapse incident; and
- describe the technical rescue expertise and equipment required for safe operations and effective incident management.

Students attending should understand and be able to apply the Incident Command System (ICS) concept.

Target Audience: Individuals who have statutory authority/responsibility and may serve in a unified command structure at a structural collapse; fire command officers.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Public Administration, or Emergency Medical Services.

Incident Command System for Highrise Operations (ICHO) (F321)

This 2-day course is designed to assist emergency response officers who have responsibility for managing highrise incidents. This includes organizing resources, developing strategies, and managing tactical operations to protect life and to minimize damage during an incident. Students attending should have a

- working knowledge of basic Incident Command System organization;
- working knowledge of strategy and tactics for structural firefighting;
- knowledge of building construction; and
- understanding of the type of building systems existing in highrise buildings.

Target Audience: Anyone who would serve as a company officer/chief officer in communities that have highrise buildings.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Fire Administration.

Fire Prevention for First Responders and Small Departments (FPSD) (F271)



This 2-day inspirational course stresses the awareness, advocacy, and motivational content needed by those who traditionally have been focused on operations (suppression, EMS, etc.) and who seek to learn new, successful approaches appropriate for communities of all sizes, but most especially for America's smaller communities. The course focuses on identifying exciting and highly successful tools and approaches for addressing the total fire protection challenge via lessons learned in other communities, resources available, and the means and value of building partnerships and coalitions. Students will come away empowered to make change and thus build departments more effective at serving both customers and members, by learning how to manage the fire prevention function better.

Target Audience: Leaders, both today's and tomorrow's, in the Nation's smaller departments (typically those of less than 25,000 population). This course is open to all interested emergency services personnel including volunteer, career, and allied professionals, the class is intended primarily for those who have served in operations and who seek to learn more effective ways of combating the fire problem.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Science.

Executive Skills Series: Leading Diverse Communities Beyond Conflict (ESS:LDCBC) (F516)

This 2-day program will provide senior executives in fire and emergency service organizations with information, perspectives, and tools for taking action to harmonize the diversities within their work and stakeholder communities. The course will be a springboard for forming and launching plans of action. It will break new ground in addressing fire service culture and challenges, and position fire service leadership in a complex yet sometimes difficult society. Finally, the course will help participants mobilize support and identify resources for making a difference. The course is intended to be a "launch pad" for action projects that will be undertaken when participants return to work. Certificates of successful completion will be awarded only upon submission of completed action plan to the National Fire Academy.

Target Audience: This course is directed to senior fire executives (battalion chief or higher). This is consistent with other ESS courses and the resident Executive Fire Officer Program. The curriculum acknowledges the diversity of fire service organizations (paid, volunteer, combination) and therefore is applicable to all fire/emergency services organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Personnel or Human Resources Management, Ethics, or Philosophy.

Shaping the Future (STF) (F602)

This 2-day course is the first of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. The first module focuses on identifying opportunities and/or problems. Topics include environmental scanning, paradigm shifts, and methods for reframing problems accurately. The second module deals with group problem-solving techniques. The third module explains the need to quantify, justify, and communicate decisions so they will be implemented effectively. Managing change will be discussed in the final module. Topics include people who resist change, overcoming that resistance, and monitoring and evaluating the change before, during, and after implementation.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Management Science. **Note:** In order to receive credit, NFA is to require all participants to take the final examination and meet the standards that other courses have; such as 70 percent to pass and 100 percent attendance.

Managing in a Changing Environment (MCE) (F604)

This 2-day course is the second of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. Content includes an overview of significant economic, social, political, and technological influences affecting fire service operations. Students will have the opportunity to identify and relate these influences to their

personal and professional situations; and to practice strategies for managing changes resulting from those influences.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Economics, Sociology, Management, or Business. **Note:** ACE recommended credit should be applicable only in cases where the student has passed the final examination.

Prevention and Mitigation Advocacy for Operational Responders: Analysis and Resources (PMSD) (F274)

(2nd in a series of Small Community Fire Prevention Courses)

This 2-day course stresses fire prevention and mitigation awareness, advocacy, and motivation needed by those who traditionally have been focused on response activities. Participants learn about successful prevention-oriented approaches appropriate for America's smaller communities. The course identifies successful tools, from analysis of the challenges to identification of resources needed to address the total fire protection challenge necessary to bring about change, and how a department's culture of power, influence, negotiation, and coalition building relates.

Target Audience: Those who seek to learn of new approaches to better deal with their community's fire and injury challenges including departmental "leaders," both today's and tomorrow's, operational and administrative, in the Nation's smaller departments.

Open to all interested emergency services personnel, including volunteer, career, and allied professions, the class is intended primarily for those who are serving or who previously served in operations (suppression, EMS, etc.) and who seek to learn about more effective ways of combating the fire problem. Personnel with little or no prevention orientation will benefit significantly.

Prerequisite: Although not mandatory, successful completion of the first in this series, *Fire Prevention for First Responders and Small Departments*, is desirable because of its motivational messages and insights toward creating change.

ACE Recommendation: ACE has not reviewed this course.

Training Operations in Small Departments (TOSD) (F290)

Training Operations in Small Departments (TOSD) is a 2-day course designed to provide students with some basic tools and skills to coordinate training in a small fire/EMS organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a nearby larger city or State training function.

Course content includes:

- Leadership issues in fire service training, such as why and how the local training officer must be a catalyst for change, and personal motivators within the department.
- Identifying the legal issues affecting the training function, including an understanding of a standard of care, and the impact of OSHA and NFPA standards.
- Safety considerations in training.
- Marketing training internally.
- Identifying ways to justify training needs.
- Resolving training conflicts using appropriate conflict resolution techniques.
- Selecting and evaluating training curriculum and materials from outside sources.
- Effective delivery and evaluation of training.

Target Audience:

- Fire and rescue personnel who coordinate training in small departments.

- Volunteer firefighters and officers who instruct in small fire and rescue departments.
- Fire personnel serving on training committees.
- Training officers in volunteer fire departments.

Note: Students who have taken NFA's *Challenges for Local Training Officers* through the Volunteer Incentive Program are not encouraged to take NFA's *Training Operations in Small Departments*.

ACE Recommendation: ACE has not reviewed this course.

Courtroom Testimony for Volunteer Personnel (CTVP) (F209)

Objective: This course will provide the necessary tools for all emergency responders who may be called upon for depositions and/or courtroom testimony relevant to facts witnessed on arrival at a scene as a first responder.

Description: This 2-day course will emphasize the importance of reporting factual events. It also will address the need to improve report-writing skills after witnessing an event, and oral presentation skills if asked to describe the event in a court of law. The intent of this course is to prepare all emergency responders, with emphases on volunteer firefighters, to present information to the legal system.

Student Selection Criteria: Open to all interested emergency services personnel, including volunteer, career, and allied professions, who are interested in controlling the arson problem.

ACE Recommendation: ACE has not reviewed this course.

Degrees at a Distance Program (Formerly the Open Learning Fire Service Program)

Increasingly, most chief and midlevel officers in the Nation's leading fire departments are being required to hold a bachelor's degree. The Degrees at a Distance Program (DDP) is an independent-study degree program sponsored by NFA, which has agreements with seven accredited colleges and universities throughout the country to offer bachelor's degrees with concentrations in fire administration/management and fire prevention technology.

DDP provides an alternative means for fire service personnel to earn a bachelor's degree or to pursue college-level learning in a fire-related course concentration without the requirement of having to attend on-campus classes. While independent study and distance learning have appealed to working adults nationally in growing numbers in the past few years, DDP is particularly attractive to fire service personnel whose fire department work shifts normally make classroom attendance difficult.

DDP institutions emphasize faculty-student interaction through written and telephone contact. Students receive detailed guidance and feedback on the required assignments and take proctored final exams at hometown locations.

Students may take DDP courses to satisfy degree requirements, or for credit only in topics of interest.

More information on the Degrees at a Distance Program can be found at www.usfa.fema.gov/nfa/tr_ddp.htm. More information on Higher Education issues can be found at: www.usfa.fema.gov/nfa/tr_high.htm

Core Curriculum

Fire Dynamics: Study of the fluid mechanics and thermodynamic principles of fire propagation.

Applications of Fire Research: Understanding fire research programs and the implications of research results for fire prevention and protection programs.

Personnel Management for the Fire Service: Personnel management procedures and problems in the fire service.

Advanced Fire Administration: An examination of organization and management techniques required in fire service administration.



The following nine courses directly promote the goals of Project Impact:

Political and Legal Foundations of Fire Protection: An analysis of the legal aspects of the fire department's role in public safety.

Incendiary Fire Analysis and Investigation: A management approach to the arson problem, presenting a variety of programs and resources available to control incendiary crime.

Fire Protection Structures and Systems Design: Design principles involved in structural fire protection with empirical or analytical tests and prediction procedures.

Fire-Related Human Behavior: Human behavior before, during, and after fire and emergency incidents.

Fire Prevention Organization and Management: An overview of the techniques, procedures, programs, and agencies involved in fire prevention.

Analytical Approaches to Public Fire Protection:

An introduction to analytical procedures and applications in community fire protection.

Managerial Issues in Hazardous Materials:

Examines the issues that confront hazardous materials program managers from the planning to the post incident phases.

Disaster and Fire Defense Planning: The concepts and principles of community fire risk assessment, as related to group fires and natural disasters.

The Community and Fire Threat: The sociological, economic, and political characteristics of communities and their impact on the fire problem.

How to apply: Enrollment and registration information is listed by region.

Cogswell College
1175 Bordeaux
Sunnyvale, CA 94089-1299
(800) 264-7955, ext. 105
FAX: (408) 747-0764

Region Served: Arizona, California, Nevada

University of Cincinnati
College of Applied Science
2220 Victory Parkway
Cincinnati, OH 45206
(513) 556-6583
FAX: (513) 556-4856

Region Served: Indiana, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin, Florida, Georgia

University of Memphis
University College
Johnson Hall, G-1
Memphis, TN 38152
(901) 678-2754
FAX: (901) 678-4913

Region Served: Alabama, Arkansas, Kentucky, Mississippi, Tennessee, South Carolina, Louisiana

Western Oregon University
Division of Continuing Education
and Summer Programs
Monmouth, OR 97361
(800) 451-5767 or
(503) 838-8483
FAX: (503) 838-8473

Region Served: Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming

University of Maryland
University College
Undergraduate Programs
3501 University Blvd.
Adelphi, MD 20783
(800) 283-6832 or
(301) 985-7788
FAX: (301) 985-4615

Region Served: Delaware, Maryland, New Jersey, North Carolina, District of Columbia, West Virginia, Virginia

Western Illinois University
Extended Learning
Homabin Hall 5
Macomb, IL 61445
(309) 298-2496
FAX: (309) 298-2133

Region Served: Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Empire State College/SUNY
Center for Distance Learning
2 Union Avenue
Saratoga Springs, NY 12866
(800) 847-3000, ext. 300, or
(518) 587-2100, ext. 300
FAX: (518) 587-2660

Region Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont

Specific enrollment and registration information is available through the college or university in your region.

For **general** program information, individuals may contact

Program Manager
Higher Education Programs
National Fire Academy
16825 South Seton Avenue
Emmitsburg, MD 21727
(800) 238-3358, ext. 1127 or
(301) 447-1127
FAX: (301) 447-1178
E-mail: ed.kaplan@fema.gov

Interested active Federal/military personnel serving overseas should contact the University of Cincinnati or Western Illinois University.

Other Educational Activities

Purchase of Course Materials

Selected NFA course materials are available for purchase for locally sponsored delivery from the National Technical Information Service (NTIS).

The NTIS is the central information and distribution source for more than 8,000 video programs, films, slide sets, and other media produced by or for the United States Government.

With valuable assistance from numerous individuals and organizations nationally, NFA developed these courses for use in a broad range of presentation opportunities. These training packages will assist those with training responsibilities in both the public and private sector.

The NFA provides course completion certificates. The Academy does not sanction, approve, or certify local-level instructors or course deliveries. To receive course completion certificates, the course delivery contact or instructor should submit a completed FEMA Form 75-5A, General Admission Short Form Application, for **each** student to:

NETC Admissions Office
16825 South Seton Avenue
Emmitsburg, MD 21727

The FEMA Form 75-5A can be downloaded from the NFA Web site at:

http://www.usfa.fema.gov/nfa/tr_gen.htm -
Application

The certificates will be returned to the course contact or instructor for dissemination.

Academy off-campus courses, consisting of an Instructor Guide, Student Manual, and supporting audiovisual aids, are available from the NTIS.

Available courses are listed by the year of their initial release.

- Volunteer Fire Service Management (1982) (H300)
- Instructional Techniques for Company Officers (1983) (H402)
- Hazardous Materials Incident Analysis (1984) (H410)
- Fire Service Supervision: Increasing Personal Effectiveness (1985) (H310)
- Fire Service Supervision: Increasing Team Effectiveness (1985) (H320)
- Firefighter Safety and Survival: The Company Officer's Responsibility (1988) (H126)
- Firefighter Health and Safety: Program Implementation and Management (1988) (H128)
- Wildland/Urban Interface Fire Protection (1988) (H600)
- Incident Command System (1989) (H806)
- Managing Company Tactical Operations: Preparation (1991) (H375)
- Managing Company Tactical Operations: Decisionmaking (1991) (H450)
- Recognizing and Identifying Hazardous Materials, 2nd Edition (1992) (H249)
- Initial Response to Hazardous Materials Incidents: Basic Concepts (1992) (H809)
- Initial Response to Hazardous Materials Incidents: Concept Implementation (1992) (H808)
- Infection Control for Emergency Response Personnel: The Supervisor's Role and Responsibilities (1993) (H807)
- Managing Company Tactical Operations: Tactics (1993) (H451)
- Leadership I: Strategies for Company Success (1993) (H803)
- Leadership II: Strategies for Personal Success (1993) (H804)

- Leadership III: Strategies for Supervisory Success (1993) (H805)
- Rescue Systems I (1993) (H165)
- Managing Company Tactical Operations: Simulations (1995) (H452)
- Shaping the Future (1996) (H602)
- Managing in a Changing Environment (1996) (H604)
- Incident Safety Officer (1996) (H719)
- Health and Safety Officer (1996) (H720)
- Basic Life Support/Hazardous Materials (1996) (H246)
- Incident Command System for Emergency Medical Services (1996) (H160)
- Arson Detection for the First Responder (1996) (H201)
- Emergency Response to Terrorism: Basic Concepts (1997) (H531)



The following seven courses directly promote the goals of Project Impact:

- Public Fire Education Planning (1983) (H270)
- Hazardous Materials: The Pesticide Challenge (1984) (H900)
- Introduction to Fire Inspection Principles and Practices (Replaces Conducting Basic Fire Prevention Inspections) (1996) (H403)
- Technical Principles and Practices of Fire Prevention (2000)
- Principles of Building Construction: Combustible (1999) (H104)
- Principles of Building Construction: Noncombustible (2000) (H103)
- Introduction to Wildland and Wildland/Urban Interface Firefighting for the Structural Company Officer (1999) (H610)

Selected video training aids from the Academy handoff packages are available separately.

How to Purchase Courses

For information on how to order courses, contact

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161
(800) 553-6847
www.ntis.gov/nac

Train-the-Trainer Program

Through a cooperative working relationship with State and local fire training agencies, the Train-the-Trainer program provides expanded opportunities for fire service personnel to participate in Academy courses. Model training courses are developed and field-tested nationally through the Academy's off-campus delivery program. During the field-testing period, each course is revised and modified. Upon completion of the course field test and modification phase, selected instructors from State and local fire-service training systems are invited to the Academy to become familiar with the course materials and method of delivery through Train-the-Trainer workshops. Once they finish the workshop, these Academy-trained instructors return to their local jurisdictions with a complete course package and train other instructors, as well as end users. In this way, a cadre of instructors trained to deliver Academy courses exists within the State and local fire training systems.

Eligibility

Fire service agencies meeting the Training Resources and Data Exchange Program eligibility can participate in the Train-the-Trainer Program.

The four branches of the Military and the Air Force Reserve are also invited to participate.

For more information, please contact the Train-the-Trainer Program Manager at (800) 238-3358, ext. 1376, or (301) 447-1376.

Training Resources and Data Exchange Program (TRADE)

The Training Resources and Data Exchange (TRADE) program is a regionally based network designed to foster the exchange of fire-related training information and resources among Federal, State, and local levels of government.

TRADE was initiated in 1984 to address the difficulties that State and local fire training systems were experiencing in disseminating quality-training programs effectively. The essential components of the TRADE system are the 10 regional networks that correspond to the existing Federal regional boundaries. These networks provide a mechanism for the exchange of resources and materials within and among Regions. Regional TRADE co-chairs, one selected from the State fire training systems and the other from the metropolitan fire services in each Region, serve as the points of contact for both intraregional and interregional networking activities.

The TRADE network consists of the directors of the 50 State Fire Service Training Systems and senior executive training officers from the Nation's largest fire departments. Metropolitan fire department TRADE representatives are from the largest fire departments in each State or those fire departments which protect populations greater than 200,000 and/or have more than 400 uniformed personnel.

The objectives of TRADE are to:

- identify fire, rescue, and emergency medical services training and education needs at the regional level;
- identify and exchange training and education programs and resources within Regions and replicate, whenever possible, those resources;
- provide NFA with an annual assessment of fire training and education resource needs within the Region, together with recommendations as to how TRADE can better support Federal, State, and local fire training and education systems; and
- identify national trends that have an impact on fire-related training and education.

Every 2 years all participating members are invited to attend a national TRADE conference, held at NFA, which provides structured opportunities for the exchange of fire-related training and educational materials, as well as peer networking. On alternate years, there is a meeting of the 20 regional TRADE co-chairs. Each regional network meets periodically with its membership for the same purposes.

For further information, contact the TRADE Program Manager at (800) 238-3358, ext. 1128, or (301) 447-1128.

Other Educational Opportunities

The Emergency Management Institute (EMI)

The Emergency Management Institute (EMI) is located at the NETC with NFA and provides training to enhance emergency management practices in the United States through a nationwide program of resident and nonresident instruction. EMI offers a number of courses of interest to firefighters, especially fire chiefs, in the area of community preparedness.

Approximately 6,000 students attend resident courses each year, while approximately 100,000 individuals participate in nonresident programs sponsored by EMI and conducted by State emergency management agencies. Another 150,000 individuals participate in EMI-supported exercises each year.

Instruction focuses on the four phases of emergency management: mitigation, preparedness, response, and recovery. Curricular areas of study include natural hazards (earthquake, hurricane, flood), technical hazards (hazardous materials, radiological protection), counter-terrorism, leadership, instructional methodology, exercise design and evaluation, information technology, public information, and integrated emergency management.

The mix of individuals attending EMI training reflects the nature of emergency management. They represent local, State, and Federal agencies; allied professions; the private sector; and volunteer organizations. Representatives of private, nonprofit organizations, such as schools and colleges, volunteer groups, and professional organizations also participate. The EMI curriculum is structured to meet the needs of this diverse audience with an emphasis on how the various elements work together in emergencies to save lives and to protect property.

The application procedure for EMI courses differs significantly from the NFA procedure. Fire service personnel interested in obtaining more information on EMI courses and admissions procedures should contact

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
(800) 238-3358, ext. 1035
FAX (301) 447-1441

Further information on EMI is available on the Internet at:

<http://www.fema.gov/EMI>

The Emergency Education NETWORK (EENET)

The Emergency Education NETWORK (EENET) is a satellite-based distance learning system used by FEMA to bring interactive training programs into virtually any community nationwide. You can tune in every Wednesday afternoon at 2:00 p.m. (Eastern time) and watch EENET. With a wide variety of programs for the public safety community, there's something for everyone.

The **first Wednesday** of each month is the EENET for Trainer Series, programming designed especially for use by State and local emergency services trainers.

The **second Wednesday** and **fifth Wednesday** of each month is the Disaster Operations Series. These programs cover the spectrum of disaster operations and emergency services issues in areas of natural and technological disasters.

The **third Wednesday** of each month is National Alert. Our award-winning video journal showcases exemplary programs across the country and the latest in emergency management news. Many segments are contributed by local emergency and fire officials who share what works in their communities.

The **fourth Wednesday** of each month is the Mitigation Series. This series provides learning tools for local officials, homeowners, businesses, and other groups to mitigate future disaster losses through loss reduction strategies.

EENET Awards

FEMA's Emergency Education NETWORK is a leader in the distance learning community and has been recognized often for its creative work in bringing emergency management training to a national audience.

Over the past few years, EENET has received many national awards for programming. Among them are 20 Communicator Awards. In 1998, EENET received two Gold 20th Anniversary Classic Telly Awards (best programming of 20 years). These will join the nine other silver and bronze Telly Awards already received.

In 1997, EENET was honored with its first international recognition as the recipient of a "Certificate of Creative Excellence" from the International Film and Video Festival for a program in the National Alert Series.

All programming is open, and is in the public domain, so that any community with access to a C-band or Ku-band satellite dish or a community cablevision provider can receive broadcasts and participate in the training programs.

Program Information

For schedules of EENET training activities and informational programming, or to be placed on an electronic mailing list, visit the EENET Web site at:

<http://www.fema.gov/emi/eenet/htm>

or contact:

Emergency Education NETWORK (EENET)
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727
(800) 500-5164
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The National Fallen Firefighters Memorial

Since 1981, the National Fallen Firefighters Memorial, located on the campus of the National Fire Academy, has stood as the national symbol of honor to America's firefighters. In 1990, the U.S. Congress designated the monument as the "official national memorial to volunteer and career firefighters who die in the line of duty."

Each October, a grateful Nation honors its fallen heroes during the National Fallen Firefighters Weekend. The Weekend celebrates how these brave men and women lived and what they stood for in their communities. This year's Weekend will take place October 6 and 7, 2001. Students attending classes beginning on October 8 will have the opportunity to participate in the activities. Last year, students came in early to serve as family escorts, Honor Guard, and protocol officers.

In 1997, Federal Emergency Management Agency Director James Lee Witt transferred responsibility for the Weekend to the nonprofit National Fallen Firefighters Foundation. Congress established the Foundation in 1992 to honor and remember America's fallen fire heroes and to provide support to their survivors in the rebuilding of their lives.

Saturday, October 6, 2001, will be set aside as a day for families and coworkers of fallen firefighters. Through a variety of activities they will share experiences, make lasting friendships, and look ahead. At the end of the afternoon, families and their fire service escorts will get together for a relaxing picnic. At dusk, families and fire service friends will gather for a beautiful candlelight, musical tribute at the National Memorial.

The service will conclude with audience participation in the lighting of the Remembrance Candle.

On Sunday, October 7, 2001, families will join in a private Chapel Service in the historic National Fallen Firefighters Memorial Chapel. The Chapel provides a beautiful setting for this service steeped in fire service tradition. Following the Chapel Service, thousands are expected to participate in the 20th Annual National Memorial Service. Highlights will include special fire service and family tributes, presentations of American flags to each family, and a Presidential message and wreath. As in past years, hundreds of Honor Guard units from across the country will join in honoring their fallen comrades. At the conclusion of the ceremony, dignitaries will unveil a plaque listing the names of all firefighters who lost their lives in the line of duty during 2000.

America's fire service has a rich heritage based in community involvement. The Foundation is creating a National Memorial Park to tell this story. When completed, it will be the first permanent memorial area in the country honoring all members of the fire service. A brick "Walk of Honor" will connect the National Fallen Firefighter's Memorial Chapel, the national monument, and a Visitor's Information Center. The initial section of the brick walk was unveiled in August 1999, a significant step in making the Memorial Park a reality.

For more information on the Memorial Weekend or other Foundation programs, visit www.firehero.org or contact the Foundation at:

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United States Fire Administration Staff Directory

Note: All staff can be accessed via email as follows: firstname.lastname@fema.gov

Kenneth O. Burris, Jr., Chief Operating Officer, United States Fire Administration. Responsible for the oversight of the day-to-day operations of the USFA and serves as the primary advisor to the FEMA director and the U.S. Fire Administrator on overall operations and management of the USFA. Serves on the USFA management team to lead the Nation's response to its fire-related problems.

Dr. Denis Onical, Superintendent, National Fire Academy. Responsible for leadership, management, and implementation of all NFA courses and programs. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Dr. Kirby Kiefer, Deputy Superintendent, National Fire Academy. Responsible for supervision of NFA staff and for implementation of NFA programs and courses. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Polly Barnett-Birdsall, Instructional Systems Specialist, National Fire Academy. Responsible for course development and revision. Manages evaluation program for NFA courses.

Mary Bare, Admissions Assistant, National Emergency Training Center Management and Operations. Responsible for the admissions and stipend reimbursement process for the National Fire Academy.

Gerry N. Bassett, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Fire Service Training and Public Safety Education curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries,

content, and criteria; development of training curriculum; and interactions with National, State and local fire organizations representing FEMA and USFA.

Patricia K. Baughman, Accounting Technician, National Emergency Training Center Management and Operations. Receives purchase orders, contracts, travel orders, and similar documents for obligation against appropriated funds. Obligates documents assigning appropriate accounting codes. Receives and prepares all stipends for payment and enters them in IFMIS and ECS. Handles tracer requests and prepares the document for reissue if required. Assists in the maintenance of financial, programmatic, and general office files.

Donald J. Begg, Media Production Officer, National Emergency Training Center Management and Operations. Develops and produces visual and printed instructional aids.

Louis W. Bloom, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Consequence Management Team, Response Branch.

Carol A. Bouma, Supervisory Instructional Systems Specialist, National Fire Academy. Responsible for coordinating course development and revision activities.

Jo Ann Boyd, Program Support Assistant, National Fire Academy. Responsible for obtaining instructors for NFA Resident, Regional, Direct Delivery, and State Weekend Programs, the Student Manual Support Program, the National Technical Information Services Program, and for printing of all NFA course

materials. Provides support to on and off campus programs.

Cathy Broughton, Accounting Technician, National Emergency Training Center Management and Operations. Responsible for the payment of vendor invoices.

Denise A. Brown, Special Assistant to the U.S. Fire Administrator. Responsibilities include representing the Administrator in liaison and coordination activities with various Federal, State, local government, fire service, and private industry officials, as well as preparing briefing materials for the Administrator.

Al Burke, Computer Specialist, National Fire Data Center. Responds to inquiries for information and data from NFIRS and related sources.

Charles J. Burkell, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Executive Development Curriculum, the Executive Fire Officer Program, the EFOP Applied Research Project process, and the Harvard Fellowship Program. Curriculum responsibilities include needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Kathleen Carter, Program Support Assistant, National Fire Programs. Responsible for providing programmatic and administrative support to USFA's Human Behavior and Professional Development Team, Mitigation Branch.

Laura Chevalier, Program Support Assistant, National Fire Data Center. Supports USFA Web site development and public education activities.

Adele Chiesa, Librarian, National Fire Data Center. Manages the National Emergency Training Center's Learning Resource Center.

Dr. Burton A. Clark, EFO, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Management Science Curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content and criteria; development of training, curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

V. Diane Close, Field Training Specialist, National Fire Academy. Program Manager for State Training Grants and Enfranchisement Program.

Thina L. Clever, Instructional Systems Specialist, National Fire Academy. Responsible for distance education initiatives in course development.

John L. Cochran, Fire Management Specialist, National Fire Programs. Responsible for Public Fire Defense Master Planning and associated programs, Wildfire/Urban Interface and various other fire mitigation initiatives for USFA's Community Risk Team, Mitigation Branch.

Deb Coshun, Property Management Specialist, National Emergency Training Center Management and Operations. Responsible for all property at NETC and manager of Government Owned Vehicles.

Don Dahlquist, Computer Specialist, National Fire Data Center. Updates and maintains NFIRS database.

John D'Amico, Facility Support Specialist, National Emergency Training Center Management and Operations. Plans and conducts analytical studies for developing improving and/or coordinating National Emergency Training Center (NETC) facilities management.

Elsie M. Davis, Management Analyst, Office of the Chief Operating Officer. Responsible for coordinating, researching, developing, and drafting position papers and briefings for the Chief Operating Officer pertinent to special projects, problems, and issues encountered through liaison activities or coordination involving fire service constituencies, Federal, State, and local government officials, and private industry.

Julie A. Davis, Field Training Specialist, National Fire Academy. Assists with the coordination of the Simulation Lab and Training Network Activities and the delivery of web-based training.

Roxane L. Deardorff, Secretary, Office of the Superintendent, National Fire Academy. Lead NFA secretary responsible for administrative coordination and guidance.

Jeff T. Dyar, Training Specialist, Response Branch, National Fire Programs. Responsible for Emergency Medical Services and Health and Safety curriculum needs assessment, faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Rebecca A. Elker, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Community Risk Team, Mitigation Branch.

Ronald P. Face, Jr. Director, National Emergency Training Center Management and Operations Division. Manages and coordinates the operation and maintenance of NETC and assists the USFA Chief Operating Officer with the coordination, oversight, and management of the resources and activities of USFA. Serves on USFA management team to lead the Nation's response to its fire-related problems.

James Fawcett, Statistician, National Fire Data Center. Conducts studies and analysis of aspects of the National fire problem using NFIRS and related data; provides statistical and analytical support to USFA programs.

Alexandra Furr, Division Chief, National Fire Data Center. Manage NFDC personnel, resources, and programs which include data collection and analysis, applied research and technology, and information dissemination. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Tim Ganley, Fire Program Specialist, National Fire Data Center. Coordinates USFA conference participation, exhibits and displays; manages

Hotel/Motel Master List, and the Reimbursement for Firefighting on Federal Property program.

Joseph Gerbrick, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Human Behavior and Professional Development Team, Mitigation Branch.

Kathy Gerstner, Public Fire Education Specialist, National Fire Programs. Responsible for public fire education projects; develops and coordinates National campaigns, special projects, and publications to address public fire education for USFA's Human Behavior and Professional Development Team, Mitigation Branch.

Andrew M. Giglio, Fire Prevention Specialist, National Fire Programs. Project Officer for the Juvenile Firesetter Intervention 2-day workshops, the distribution of the CD-ROM "Interfire," the National Volunteer Fire Council, and the new Fire and Explosion Information Management System (FEIMS), formerly known as AIMS, for USFA's Community Risk Team, Mitigation Branch.

Terry P. Gladhill, Program Analyst, National Fire Academy. Responsible for NFA's financial, budgetary, personnel, and procurement practices.

Joyce E. Glass, Fire Program Specialist, National Fire Academy. Responsible for client services, marketing, conference coordination. Manages editorial and program support contract, preparation of special reports, catalog of courses, and coordination assistance for special groups, meetings, and visitors.

Terry G. Glunt, Training Specialist, National Fire Academy. Responsible for management of the Endorsement Program and resident delivery technical support. Serves as the alternate State Weekend Program Manager and as a member of the USFA's EMS Team with responsibility for Incident Safety Officer and Health and Safety Officer program development.

Maury Grundy, Fire Program Specialist, National Fire Data Center. Manages USFA Web site; program manager for USFA Publications Center.

Karen Haines, Program Support Assistant, National Fire Data Center. Provides administrative assistances and program support for NFDC.

Linda Hall, Program Support Assistant, National Emergency Training Center Management and Operations. Provides support to the USFA Budget and Accounting Functions.

Jim Heeschen, Statistician, National Fire Data Center. Conducts studies and analysis of aspects of the National fire problem; provides statistical and analytical support to USFA programs.

Colleen Heilig, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Planning and Information Management Curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Susan M. Hernandez, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Intelligent Risk Team, Response Branch.

Perry Joy, Facility Management Analyst, National Emergency Training Center Management and Operations. Serves as the Buildings Manager, conducting and directing studies for developing, improving and/or coordination of NETC building management programs and systems. Conducts facility requirements planning, evaluating present use of patterns in buildings, space, equipment, and projecting future requirement in terms of expanding or changing needs.

Teressa Kaas, Secretary, National Emergency Training Center Management and Operations. Provides secretarial support to the Director of the NETC Management and Operations Division as well as the Division. Primary timekeeper for the Division, which includes entering the information into the payroll system and transmitting to the National Finance Center. Serves as the central point of contact with other offices on campus for tracking correspondence and documents.

Edward J. Kaplan, Education Specialist, National Fire Academy. Responsible for the NFA Higher Education Programs including Degrees at a Distance.

Pamela L. Kemenyas, Management Analyst, National Emergency Training Center Management and Operations. Responsible for the management and operation of various support services including program and management analysis, personnel management, facility and maintenance operations, safety and security, supply operations, property maintenance and renovation and construction activities.

Richard Kemenyas, Audio-Visual Production Specialist, National Emergency Training Center Management and Operations. Responsible for the planning, design, and development of instructional and informational media at NETC. Primary focus in digital and computer graphic medias.

John P. Kimball, Training Specialist, Response Branch, National Fire Programs. Responsible for the Counter-Terrorism curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Phyllis Krietz, Program Analyst, National Fire Programs. Responsible for the National Fire Programs Division fiscal resources. Maintains program planning system, program budget narrative for congressional submission; procurement and fiscal year spending plans for the Division, and serves as personnel, procurement, and budget liaison.

Jan D. Kuczma, Supervisory Training Specialist, Response Branch, National Fire Programs. Responsible for the Hazardous Materials Management and Planning curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Ken Kuntz, Fire Studies Specialist, National Fire Programs. Responsible for the coordination of the USFA's arson intervention, response and mitigation program and training initiatives; project officer for the Major Fire Investigations-Technical Report Series project which provides reviews of select/significant incidents to identify salient "lessons learned" to be shared with the fire

service and allied groups and organizations within the Intelligent Risk Team, Response Branch.

Mary E. Leslie, Admissions Assistant, National Emergency Training Center Management and Operations. Responsible for Admissions of the Emergency Management Institute (EMI) at NETC which includes coordination of Specific Groups, College transcripts, Budget Management for Student Stipends.

Tonya L. Long, Program Support Assistant, National Fire Academy. Responsible for obtaining services, supplies, and other requirements in support of course delivery. Provides administrative/programmatic support for the programs/activities within the NFA.

Lisa Makar, Admissions Assistant, National Emergency Training Center Management and Operations. Provides support to the Director of NETC Management and Operations and the Division.

Larry Maruskin, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities; Project Officer for the National Smoke Detector Pilot Project and campus fire safety initiatives.

Wanda Mathias, Supply Specialist, National Emergency Training Center Management and Operations. Responsible for the control, accountability, utilization for a variety of supply management functions, mailroom/courier activities, and the NETC copier room operation.

Bob McCarthy, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities, primary action officer for the USFA research agenda.

Alice A. Megles, Secretary to the Administrator, United States Fire Administration. Provides administrative and secretarial support to the U.S. Fire Administrator.

Marjean Meyer, Secretary, National Fire Programs. Secretary to the USFA's Response Branch Chief.

Beth Miller, Budget Analyst, National Emergency Training Center Management and Operations. Responsible for the formulation and execution of the USFA budget.

Myma Mood, Field Training Specialist, National Fire Academy. Responsible for management and coordination of the on-campus State Weekend Program and off-campus Direct Delivery Program.

Robert Murgallis, Training Specialist, Response Branch, National Fire Programs. Responsible for the Emergency Incident and Policy Analysis curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Virginia G. Nocon, Program Support Assistant, National Fire Academy. Responsible for providing support to NFA's Grants and the administrative and programmatic support to on- and off-campus programs.

Timothy Patrick O'Dowd, Fire Program Specialist, National Fire Programs. Coordinator for the President's National Arson Prevention Initiative and the Arson Prevention Clearinghouse and is an active member of the National Church Arson Task Force. Developer and Project Officer for the Juvenile Firesetter Intervention curriculum. Manages the National campaign for Arson Awareness Week, which is held annually during the first full week of May. Administers arson prevention grants to 30 communities and the Abandon Building Mitigation Project.

Brad Pabody, Fire Program Specialist, National Fire Data Center. Project Officer for NFIRS help desk and supports NFIRS 5.0 development.

Cheryl Phelan, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Consequence Management Team, Response Branch.

Thomas D. Pitotti, Mechanical Engineer, National Emergency Training Center Management and Operations. Responsible for overseeing contract maintenance and all construction/renovations throughout the NETC campus.

R. Wayne Powell, Chief, Mitigation Branch, National Fire Programs. Responsible for a wide array of prevention programs, products and services including public education awareness and resources, interaction with other Federal agencies on fire protection matters, coordination with National fire service/fire safety advocacy organizations, and intra-agency mitigation matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems.

John (Jack) Price, Illustrator for the Media Production Center, National Emergency Training Center Management and Operations. Responsible for graphics for NETC for instructional and informational purposes.

Elizabeth A Riffe, Secretary, National Fire Programs. Responsible for administrative support to the National Fire Programs Division Director. Responsible for administrative coordination and guidance with the Response Branch and the Mitigation Branch within the Division. Also serves as point of contact with the Offices of the Administrator and the Chief Operating Officer as well as the other Divisions within USFA.

Rebecca A. Ryan, Field Training Specialist, National Fire Academy. Responsible for managing the National Training Resources and Data Exchange (TRADE) Program, the off-campus Regional Delivery Program, and the Volunteer Incentive Program.

Beverly K. Shockey CPS, Secretary, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Intelligent Risk Team, Response Branch.

Esther F. Slemmer, Program Support Assistant, National Emergency Training Center Management and Operations. Coordinates, maintains and tracks flow of information or files for the support of all USFA program teams. Prepares and posts printouts/displays for teams in the Team Operations Center. Facilitates and assists team members with their projects in electronic software.

Merril Sollenberger, Facility Technician, National Emergency Training Center Management and Operations. Coordinates special groups, visitors, and events at NETC.

Stan Stewart, Computer Specialist, National Fire Data Center. NFIRS Program Manager, primary action officer for implementation, maintenance, support, and enhancement of NFIRS 5.0.

Barry Thoma, Safety and Security Specialist, National Emergency Training Center Management and Operations. Responsible for all safety, occupational health, and security matters representing the NETC; interfaces with other FEMA and professional organizations, Federal and State government entities, and private sector.

Susan Topper, Program Analyst, National Emergency Training Center Management and Operations. Responsible for program and management analysis, personnel related issues, training, Freedom of Information Act, privacy act issues, records management, forms management, FEMA and NETC directives, Federal Regulations, and Congressional reports.

Bill Troup, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities with emphasis on firefighter health and safety.

Darlyn N. Vestal, Admissions Specialist, National Emergency Training Center Management and Operations. Interpret policies to establish procedures for the NETC Admissions Office, monitor the admissions and student support functions under the facility support contract, serve as project officer for the food service contract.

Mary Walter, Secretary to the Chief Operating Officer, United States Fire Administration. Provides administrative and secretarial support to the USFA's Chief Operating Officer.

Angela Weathers, Program Support Assistant, National Fire Academy. Responsible for coordinating the off-campus hazardous materials grants program.

Clarence E. "Smiley" White, Jr., Supervisory Program Analyst, National Emergency Training Center Management and Operations. Coordinates admissions and student services for EMI and NFA, coordinates media production and computer support services, analyzes student data, and develops regular and special reports.

Mark Whitney, Fire Program Specialist, National Fire Data Center. Responsible for annual firefighter fatality study; responds to data and information requests; coordinates NFIRS training needs.

Douglas R. Williams, Training Specialist, Response Branch, National Fire Programs. Responsible for the Arson Mitigation curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Mary Wingert, Program Support Assistant, National Fire Programs. Responsible for providing programmatic and administrative support to USFA's Mitigation Branch. Also responsible for the support of the Harvard Fellowship Program within the Human Behavior and Development Team, Mitigation Branch.

Cynthia S. Wivell CPS, Secretary, Office of the Deputy Superintendent, National Fire Academy. Responsible for providing senior-level administrative support.

Hugh E. Wood, Chief, Response Branch, National Fire Programs. Responsible for overseeing branch operations and activities related to Counter-Terrorism, Arson, Mitigation, Emergency Incident Policy and Analysis, Hazardous Materials, and Emergency Medical Services programs, products, and service. Interacts with other Federal agencies and State/local partners on fire protection matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems.

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West Virginia University
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Morgantown, WV 26506-6610
(304) 293-2106
FAX: (304) 293-2107

Director
Fire Education & Training
310 Price Place
P. O. Box 7874
Madison, WI 53707
(608) 266-7289
FAX: (608) 266-1690

Training Coordinator
Fire Prevention & Electrical Safety
Herschler Building 1W
122 W. 25th Street
Cheyenne, WY 82002
(307) 777-7288
FAX: (307) 777-7119

NATIONAL FIRE ACADEMY

SCHEDULE OF COURSES

OCTOBER 1, 2001 – SEPTEMBER 30, 2002

FIRST SEMESTER							SECOND SEMESTER					
Executive Development Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002	APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R123 Executive Development		11/26-12/7		1/7-18	2/4-15 2/25-3/8	3/11-22			6/3-14	7/8-19 7/22-8/2	8/5-16	9/16-27
R125 Executive Leadership	10/8-19				2/4-15	3/11-22	4/22-5/3		6/17-28	7/8-19		9/16-27
R130 Strategic Management of Change		11/5-16	12/10-21	1/21-2/1	2/25-3/8		4/22-5/3	5/12-24	6/3-14		8/5-16 8/19-30	
R810 Leadership and Administration (VIP)*		12/2-7			2/17-22			5/5-10				9/8-13
Management Science Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002	APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R107 Fire Service Communications					2/25-3/8			5/12-24		7/22-8/2	8/19-30	9/16-27
R331 Organizational Theory in Practice			12/10-21	1/7-18			4/22-5/3		6/17-28	7/8-19	8/5-16	
R332 Interpersonal Dynamics in Fire Service Organizations		11/5-16						5/12-24		7/8-19 7/22-8/2		9/16-27
Emergency Medical Services Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002	APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R150 Management of Emergency Medical Services	10/8-19			1/21-2/1				5/12-24	6/3-14		8/19-30	
R151 Advanced Leadership Issues in Emergency Medical Services	10/22-11/2				2/4-15	3/11-22						
R247 Advanced Life Support Response to Hazardous Materials Incidents	10/22-11/2			1/7-18							8/19-30	
R152 Emergency Medical Services: Special Operations		11/5-16 11/26-12/7			2/25-3/8		4/8-19					9/16-27

* Students arrive Saturday evening, begin classes Sunday, graduate Friday afternoon, leave Saturday morning.

Additional dates: National Fallen Firefighters Memorial Service is October 6-7, 2001

R120 Executive Fire Officer Program Symposium is April 5-7, 2002

Incident Management Curriculum	FIRST SEMESTER							SECOND SEMESTER					
	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R306 Executive Analysis of Fire Service Operations in Emergency Management			12/10-21					4/22-5/3			7/8-19	8/19-30	
R304 Command & Control of Fire Department Operations at Multit-Alarm Incidents	10/8-19	11/5-16		1/21-2/1					5/12-24	6/17-28	7/22-8/2	8/5-16	9/16-27
R308 Command & Control of Fire Department Operations at Natural & Man-Made Disasters	10/22-11/2			1/7-18		3/11-22				6/3-14			
R314 Command & Control of Fire Department Operations at Target Hazards*		11/25-30			2/17-22	3/3-8 3/24-29			5/5-10 5/26-31	6/23-28			9/8-13
R801 Command & Control of Incident Operations (VIP)*		11/25-30	12/2-7		2/10-15 2/17-22 2/24-3/1				5/5-10				9/8-13
Planning & Information Management Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R333 Fire Service Financial Management	10/8-19			1/21-2/1				4/22-5/3			7/22-8/2		
R506 Executive Planning	10/22-11/2							4/8-19 (2 offerings)				8/5-16 (2 offerings)	
R499 National Fire Incident Reporting Systems Program Management				1/7-18		3/11-22				6/17-28			
R802 Fire Service Planning Concepts for the 21 st Century (VIP)*			12/2-7		2/17-22				5/5-10				9/8-13
Hazardous Materials Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R229 Hazardous Materials Operating Site Practices	10/8-19	11/5-16		1/7-18	2/4-15			4/8-19		6/3-14 6/17-28	7/22-8/2		
R243 Hazardous Materials Incident Management*		11/25-30				3/10-15 3/24-29			5/26-31				
R814 Hazardous Materials Incident Management* (VIP)					2/17-22				5/5-10				9/8-13

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Arson Curriculum	FIRST SEMESTER							SECOND SEMESTER					
	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R205 Fire/Arson Investigation	10/22-11/2		12/10-21	1/21-2/1	2/4-15 2/25-3/8	3/11-22		4/22-5/3	5/12-24	6/3-14	7/8-19	8/5-16 8/19-30	
R811 Fire Cause Determination for Company Officers (VIP)*			12/2-7		2/17-22				5/5-10				9/8-13
R208 Interviewing-Interrogation Techniques and Courtroom Testimony		11/5-16		1/7-18				4/8-19		6/17-28			9/16-27
R207 Management for Arson Prevention and Control			12/10-21		2/25-3/8							8/5-16	
Fire Prevention: Management Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R101 Code Management: A Systems Approach	10/8-19			1/7-18					5/12-24				
R225 Management of Fire Prevention Programs			12/10-21					4/22-5/3		6/3-14		8/19-30	
R309 Strategic Analysis of Community Risk Reduction	10/22-11/2		12/10-21		2/4-15			4/8-19					
Fire Prevention: Technical Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R220 Fire Inspection Principles	10/22-11/2	11/5-16 11/26-12/7			2/4-15			4/8-19		6/3-14		8/5-16	9/16-27
R222 Principles of Fire Protection: Structures and Systems			12/10-21		2/25-3/8	3/11-22			5/12-24	6/17-28	7/22-8/2		
R102 Plans Review for Inspectors				1/7-18 1/21-2/1				4/22-5/3			7/8-19	8/19-30	
Fire Prevention: Public Education Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R116 Presenting Effective Public Education Programs**		11/25-30				3/24-29			5/26-31				
R119 Discovering the Road To High Risk Audiences						3/11-22					7/8-19		9/16-27

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FIRST SEMESTER							SECOND SEMESTER						
Fire Prevention: Public Education Curriculum (Continued)	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R352 Developing Fire & Life Safety Strategies				1/21-2/1				4/8-19					
R343 Community Education Leadership		11/5-16								6/17-28			
R816 Community Education Leadership (VIP)*			12/2-7		2/17-22				5/5-10				9/8-13
Training Programs Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R114 Fire Service Course Design	10/8-19				2/25-3/8						7/22-8/2	8/19-30	
R342 Training Program Management	10/22-11/2		12/10-21						5/12-24	6/3-14			
R815 Challenges for Local Training Officers (VIP)*			12/2-7		2/17-22				5/5-10				9/8-13
Emergency Response to Terrorism Curriculum	OCT 2001	NOV 2001	DEC 2001	JAN 2002	FEB 2002	MAR 2002		APR 2002	MAY 2002	JUN 2002	JUL 2002	AUG 2002	SEP 2002
R817 Emergency Response to Terrorism: Incident Management (VIP)*	10/28-11/2	11/25-30			2/3-8 2/17-22	3/24-29			5/5-10 5/26-31	6/16-21	7/21-26		9/8-13 9/16-21

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**FEDERAL EMERGENCY MANAGEMENT AGENCY
GENERAL ADMISSIONS APPLICATION**

See Reverse for
Privacy Act

O.M.B. No. 3067-0024
Expires July 31, 2003

SECTION I - GENERAL INFORMATION

1. U.S. Citizen ☐ YES ☐ NO If No, Place of Birth:

2. NAME (Last, First, Middle Initial, Suffix)

3. SOCIAL SECURITY NO.

4. HOME ADDRESS (Street, avenue, road no./city or town/state and zip code)

5. WORK PHONE NO. ()

6. HOME PHONE NO. ()

7. FAX NO. ()

8. E-MAIL ADDRESS:

9a. ENTER COURSE CODE AND TITLE:(If you wish to apply for more than one course, please attach a sheet of paper to this application)

9b. COURSE LOCATION

9c. DATES REQUESTED (Please give three choices)

10. COMPLETE THE ITEM BELOW REGARDING THE PRE-REQUISITES OF THE COURSE FOR WHICH YOU ARE APPLYING

INSTITUTION

DEGREE/CERTIFICATE

DATE EARNED

COURSE/FIELD OF STUDY

11. DO YOU HAVE ANY DISABILITIES (Including special allergies or medical disabilities) WHICH WOULD REQUIRE SPECIAL ASSISTANCE DURING YOUR ATTENDANCE AT NETC or MWEAC? ☐ NO ☐ YES (If yes, describe & indicate any special assistance required on a separate sheet)

SECTION II - EMPLOYMENT INFORMATION AND AUTHORIZATION

12a. NAME AND COMPLETE ADDRESS OF ORGANIZATION BEING REPRESENTED

12b. FDID #
(NFA STUDENTS ONLY)

13. CURRENT POSITION AND NUMBER OF YEARS IN POSITION

14. CHECK THE BOX(ES) BELOW THAT BEST DESCRIBE YOUR ORGANIZATION

14a. JURISDICTION

1. ☐ STATEWIDE

4. ☐ SPECIAL DISTRICT/TOWNSHIP

7. ☐ FOREIGN

2. ☐ COUNTY GOVERNMENT

5. ☐ FEDERAL/MILITARY

8. ☐ FEMA

3. ☐ CITY/TOWN/VILLAGE

6. ☐ INDUSTRY/BUSINESS

9. ☐ NDER/IMA

14b. ORGANIZATION

1. ☐ ALL CAREER

2. ☐ ALLVOLUNTEER

3. ☐ COMBINATION

15. CURRENT STATUS

1. ☐ PAID FULL TIME

2. ☐ PAID PART TIME

3. ☐ VOLUNTEER

4. ☐ DISASTER RESERVIST

16. Briefly describe your activities/responsibilities as they relate to the course for which you are applying and identify how you will use the information obtained from the course. Attach an organizational chart for the organization being represented, indicating your position. If you need more space, please attach a sheet to this application.

17. CHECK **ONE** BOX IN EACH COLUMN THAT BEST DESCRIBES YOUR PRESENT PRIMARY RESPONSIBILITY AND TYPE OF EXPERIENCE AS IT RELATES TO THE COURSE FOR WHICH YOU ARE APPLYING. ALSO ENTER THE NUMBER OF YEARS OF EXPERIENCE.

17a. PRIMARY RESPONSIBILITY

1. ☐ MANAGEMENT
2. ☐ TRAINING/EDUCATION
3. ☐ SCIENTIFIC/ENGINEERING
4. ☐ INVESTIGATION
5. ☐ FIRE PREVENTION
6. ☐ FIRE SUPPRESSION
7. ☐ PROGRAM/ACTIVITY
8. ☐ HEALTH
9. ☐ PUBLIC WORKS
10. ☐ DISASTER RESPONSE/RECOVERY
11. ☐ EMERGENCY MEDICAL SERVICES
12. ☐ HAZARD MITIGATION
13. ☐ EMERGENCY PREPAREDNESS
14. ☐ OTHER (Specify)

17b. TYPE OF EXPERIENCE

1. ☐ INCIDENT COMMAND
2. ☐ ADMINISTRATION/STAFF SUPPORT
3. ☐ SUPERVISION
4. ☐ BUDGET/PLANNING
5. ☐ PROGRAM DEVELOPMENT/DELIVERY
6. ☐ COORDINATION/LIAISON
7. ☐ PUBLIC EDUCATION
8. ☐ CODE DEVELOPMENT
9. ☐ CODE ENFORCEMENT/INSPECTION
10. ☐ SUPPORT SERVICES
11. ☐ RESEARCH AND DEVELOPMENT
12. ☐ ARSON
13. ☐ LAW ENFORCEMENT
14. ☐ DESIGN AND PLANNING
15. ☐ OTHER (Specify)

17c. NUMBER OF YEARS OF EXPERIENCE

18. DATE OF BIRTH (Mo. Day, Yr.)

19. SEX

☐ Male ☐ Female

20a. PLEASE CHECK THE RACE(S) WHICH BEST APPLIES TO YOU (Providing this information is voluntary)

1. ☐ AMERICAN INDIAN or ALASKAN NATIVE 2. ☐ ASIAN 3. ☐ WHITE
4. ☐ BLACK or AFRICAN AMERICAN 5. ☐ NATIVE HAWAIIAN or PACIFIC ISLANDER

20b. PLEASE CHECK THE ETHNICITY WHICH BEST APPLIES TO YOU (Providing this information is voluntary)

1. ☐ HISPANIC or LATINO
2. ☐ NOT HISPANIC or LATINO

SECTION III - ENDORSEMENT AND CERTIFICATION

21 a. I certify that the information recorded on this application is correct. Falsification of information will result in denial of a course certificate and stipend (18 U.S.C. 1001).

21 b. I hereby authorize the release of any and all information concerning my enrollment in this course to the the chief officer in charge, or designee, of my organization. All requests for information shall be in writing from said chief officer or designee.

21 c. Further, I understand that NETC and MWEAC are not authorized to provide medical or health insurance for students. I maintain appropriate insurance on an individual basis.

21d. I agree to abide by the rules, policies, and regulations of NETC and MWEAC. Failure to do so will result in denial of the student stipend, expulsion from the

SIGNATURE OF APPLICANT

DATE

22. APPROVAL BY THE HEAD OF THE SPONSORING ORGANIZATION:

"By signing this application, I certify that my organization does not discriminate on the basis of age, sex, race, color, religious belief, national origin, economic status, or

22a. SIGNATURE

22b. PRINTED NAME AND TITLE

23. Additional endorsements for application to the Emergency Management Institute and VIP:

23a. SIGNATURE AND DATE (State Office)

23b. SIGNATURE AND DATE (FEMA Regional Office)

24a. FOR NFA REGIONAL DELIVERY COURSES AND COURSES
DELIVERED AT EMMITSBURG, MD. SUBMIT APPLICATION TO:

**NATIONAL EMERGENCY TRAINING CENTER
OFFICE OF ADMISSIONS, BLDG. I-216
16825 SOUTH SETON AVENUE
EMMITSBURG, MD. 21727**

24b. FOR EMI COURSES DELIVERED AT NETC OR MWEAC, SUBMIT
APPLICATION THROUGH THE APPROPRIATE STATE EMERGENCY
MANAGEMENT COORDINATOR AND FEMA REGION TO NETC.

24c. FOR FIELD PROGRAM COURSES, SUBMIT APPLICATION TO
APPROPRIATE SPONSOR.

25. DISPOSITION

☐

ACCEPTED

☐

REJECTED

SIGNATURE OF REVIEWER

DATE

EQUAL OPPORTUNITY STATEMENT

The National Fire Academy (NFA) and the Emergency Management Institute (EMI) are Equal Opportunity institutions. They do not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in their admissions and student-related procedures. Both schools make every effort to ensure equitable representation of minorities and women in their student bodies. Qualified minority and women candidates are encouraged to apply for all courses.

PRIVACY ACT STATEMENT

GENERAL - This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974), December 31, 1974, for individuals applying for admission to NFA or EMI.

AUTHORITY - 5 U.S.C. 301; 15 U.S.C. 2206, 44 U.S.C. 3101; 50 U.S.C. App. 2253 and 2281; E.O. 12127, 12148 and 9397; Title VI of the Civil Rights Act of 1964; and Section 504 of the Rehabilitation Act of 1973.

PURPOSES: To determine eligibility for participation in NFA and EMI courses. Information such as age, sex, and ancestral heritage are used for statistical purposes only.

USES: Information may be released to: 1) FEMA staff to analyze application and enrollment patterns for specific courses, and to respond to student inquiries; 2) a physician to provide medical assistance to students who become ill or are injured during courses; 3) Members of the Boards of Visitors for the purpose of evaluating programmatic statistics; 4) sponsoring states, local officials, or state agencies to update/evaluate statistics of NFA and EMI participants; 5) Members of Congress seeking first party information; and 6) Agency training program contractors and computer centers performing administrative functions.

EFFECTS OF NONDISCLOSURE - Personal information is provided on a volunteer basis. Failure to provide information on this form, however, may result in a delay in processing your application and/or certifying completion of the course.

Information Regarding Disclosure of Your Social Security Number Under PL-579, Section 7(b) - E.O. 9397 authorizes the collection of the SSN. The SSN is necessary because of the large number of individuals who have identical names and birthdates and whose identities can only be distinguished by the SSN. The SSN is used for record-keeping purposes, i.e., to ensure that your academic record is maintained accurately. Disclosure of the SSN is voluntary. However, if you do not provide your SSN, another number will be substituted, which will delay processing of your application or course certificate.

PAPERWORK BURDEN DISCLOSURE NOTICE

Public reporting burden for this form is estimated to average 9 minutes per response. The burden estimate includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the needed data, and completing and submitting the form. You are not required to respond to this collection of information unless a valid OMB control number is displayed in the upper right corner of this form. Send comments regarding the accuracy of the burden estimate and any suggestions for reducing the burden to: Information Collections Management, Federal Emergency Management Agency, 500 C Street, SW, Washington, DC 20472. NOTE: Do not send your completed form to this address. Please return it to the appropriate address shown in block 24.

Audience:	Direct Delivery Program																							Regional Delivery Program									
	ADFR	BLS&HMR	CRPI	ERT:BC	ERT:TC:HM	ERT:TC:EMS	ERT:TC:CO	ESS:I	ESS:LDCBC	ESS:MLC	FPSD	HSO	ICHRO	ICS for EMS	ICSSCI	ISO	Leadership I	Leadership II	Leadership III	MCE	MCTO:T	MESE	STF		Emergency Response to Terrorism: Incident Mgmt.	Fire Service Planning Concepts for the 21 st Century	Community Education Leadership	Presenting Effective Public Education Programs	Fire Inspection Principles	Hazardous Materials Incident Management	Challenges for Local Training Officers	Fire Cause Determination for Company Officers	Initial Fire Investigation
Chief of dept./Head of organization				X				X	X	X	X	X	X	X	X	X	1	1	1	1	X		1		X	X				X			
Chief Officer/Manager of Division, Battalion, Bureau or Administrative Operation Functions				X				X	X	X	X		X		X	X	1	1	1	1	X		1		X	X			X	X		X	
Command Officer				X	X	X	X				X		X	X	X	X	1	1	1	1	X		1		X				X				
Administrative staff function officer				X							X		X		X		1	1	1	1			1		X	X							
Fire Marshal/Fire Official/Dep. Fire Marshal				X				X	X	X	X		X		X		1	1	1	1			1		X				X				X
Incident Commander		X		X	X	X	X						X	X	X		1	1	1	1	X		1		X				X				
Company-Level Officer		X		X	X	X	X				X			X		X	1	1	1	1	X		1		X				X			X	X
Management/Planning Responsibility											X						1	1	1	1			1			X						X	X
Project Manager											X						1	1	1	1			1			X							
Administration of Organization Budget											X						1	1	1	1			1										
Management of EMS Delivery System		X		X	X	X					X		X	X	X		1	1	1	1			1		X								
Managers of NFIRS Program																	1	1	1	1			1										
Emergency Management Personnel		X		X	X	X	X				X	X	X	X	X	X	1	1	1	1			1										
Manager of Fire Prevention Program			X	X							X		X		X		1	1	1	1		X	1										
Manager of Training Function/Program				X	X	X	X				X		X		X	X	1	1	1	1	X		1		X								
Manager/Administrator of Code Enforcement or Fire Safety Inspection Function				X							X						1	1	1	1			1						X				
Volunteer Fire Chief	X			X				X	X	X	X		X	X	X		1	1	1	1	X		1		X					X		X	X
Volunteer Chief Officer	X			X	X	X	X	X	X	X	X		X	X	X		1	1	1	1	X		1		X	X				X		X	X
Volunteer Fire Officer	X	X		X	X	X	X				X	X		X		X	1	1	1	1	X		1								X	X	
Volunteer Operational/Administration Officer				X							X		X		X		1	1	1	1	X		1		X	X							
Volunteer Community Public Safety Educator				X							X						1	1	1	1			1										
Advanced Life Support, EMS Function		X		X	X	X					X	X		X		X	1	1	1	1			1										
Hazardous Materials Technician/Specialist				X	X	X	X										1	1	1	1			1		X								
Safety Officer				X	X	X	X					X	X		X	X	1	1	1	1	X		1		X								
Training Instructors & Officers				X	X	X	X				X		X		X	X	1	1	1	1	X		1		X	X					X		
District Attorney's staff				X													1	1	1	1			1									X	
Fire Origin and Cause Investigator				X													1	1	1	1			1										X
Building Official				X													1	1	1	1			1										
Code Enforcement Inspector				X							X						1	1	1	1			1							X			
Fire or Building Code Plan Review Function				X							X						1	1	1	1			1										
Community Fire & Life Safety Educator			X	X							X						1	1	1	1		X	1				X	X					
Firefighter	X			X													1	1	1	1			1										
Members of Local/State Fire Prevention Committees			X								X						1	1	1	1		X	1				X	X					

Please refer to the complete course description located within this catalog for detailed target audiences.

Legend

1 = The Management Science Curriculum is unique in that the target audience is based on competencies, not job position. Anyone from first-line supervisor to chief executive officer in all functional areas, in addition to those in staff assignments, can benefit from this curriculum by increasing their managerial and administrative knowledge, skill, and ability.